

Review Initiated by	Head
Last Review	Autumn 2024
Next Review	Autumn 2025

## SAINT CHRISTINA'S SCHOOL: BEHAVIOUR AND EXCLUSION POLICY

*This Policy can be found in the Policy Library on the School network and is publicly available on the School website. A copy may be requested by parents from the School Office.*

### 1. Introduction

- 1.1. At Saint Christina's School, we have high expectations of the children's behaviour. We recognise the importance of a clear and concise framework of expectations and sanctions to help ensure an efficient, well-motivated School. School rules are kept to a minimum and exist to ensure that all members of the School community can live and work together in a supportive way. Our Behaviour Policy is a means of promoting good relationships so that everyone feels happy, safe and secure. This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way. This policy has been written with regard to the non-statutory advice – [Behaviour in Schools - Advice for headteachers and school staff February 2024](#)
- 1.2. This policy should be read in conjunction with policies for Anti-bullying, Health and Safety, Safeguarding and Child Protection, Staff Behaviour (Code of Conduct) and Pupil Contact.
- 1.3. Understanding of this policy forms an important part of the staff induction process.

### Equal Opportunities

At Saint Christina's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy / maternity or marriage / civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

### 2. Aims

- To foster Christian values particularly around our 'golden thread' of 'loving our neighbour as ourselves', and our core emphases of love, joy, peace, goodness, kindness, gentleness, faithfulness and self-control.
- To create a caring and co-operative community that promotes trust, integrity and tolerance where every individual feels valued and respected
- To develop confidence, high self-esteem and self-discipline
- To develop pupil's understanding of the consequences of their actions and accept responsibility for them
- To establish a clearly defined hierarchy of responses to inappropriate behaviour.

### 3. This policy applies to

- 3.1. the whole school including the Early Years Foundation Stage (EYFS), the after/before school clubs, and all other activities provided by the school, inclusive of those outside of the normal school hours;
- 3.2. it may also apply to interactions between pupils when they are not in school, for example:
  - when taking part in a school-organised or school related activity
  - when travelling to or from school
  - when wearing school uniform or identifiable as a pupil of SCS
  - that could have repercussions within the school or would have an impact within School e.g. misuse of social / digital media
  - pose a threat to another pupil
  - or that could adversely affect the reputation of the school.
- 3.3. all staff (teaching and support staff), students on placement, the Trustees, Governors and volunteers working in the school.

#### **4. Expectations**

- 4.1. Good behaviour depends above all on establishing appropriate relationships between staff and pupils. To that end, staff must aim to create and sustain a supportive learning environment and provide well-prepared lessons; self-discipline and self-motivation are encouraged. Lessons on good relationships are included in the PSHE programmes, RE lessons and Catholic Social Teaching. Pupils are requested to abide by the School Code of Conduct. Bullying is never tolerated (see Policy on Anti Bullying).

#### **5. Home/School liaison**

- 5.1. Parents have a vital role in promoting good behaviour in School and we expect parents to give their full support in dealing with their child's behaviour. We encourage parents to keep us informed about any difficulties or traumas that may occur at home so that we can be supportive and act appropriately at School and liaise with outside agencies where appropriate.

#### **6. Promoting Positive Behaviour**

- 6.1. It is very important that positive aspects of praise and reward should have great emphasis:
  - Anything that recognises pupil achievement
  - Provision of a relevant and appropriate curriculum
  - Use of inspiring and motivating teaching methods
  - Careful classroom organisation which is attractive and accessible to all
  - Positive example set by staff in dress, punctuality, commitment and demeanour; adherence to the Staff Behaviour Policy
  - Frequent use of praise, reward and encouragement for appropriate attitudes and behaviour, e.g. house points, Headteacher's Golden Book, 'spotted' mentions, merit stickers and certificates, verbal praise, written comments, privilege time, commendation in exercise books or wherever appropriate
  - Giving special responsibilities
  - Public recognition of work/achievements, e.g. display, assembly, sharing time for children's work, Headteacher's Excellent Work Book
  - Showing good work to the Headteacher or Deputy Headteacher
  - Establishing clear boundaries/expectations

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- Frequent reminders regarding expectations
- Remaining calm and always being consistent
- Establishing close Home/ School links
- Addressing attitudes as well as behaviour: often undesirable behaviour is caused by a particular attitude; conversely positive attitudes should be encouraged and rewarded
- Demonstrating to pupils that their company and contributions are appreciated; knowing pupils and their interests
- Listening to children's concerns
- Dealing with all misbehaviour – to ignore it is to condone it – and being seen to act fairly and appropriately
- Using sanctions appropriately and only as necessary
- Use of a House Points system for all pupils where points are awarded for academic work, achievement, effort and for being a good citizen.
- The school attempts to acknowledge all the efforts and achievements of children, both in and out of school through, for example, the weekly school newsletter, class weekly updates and assemblies.
- Assemblies, Masses and the EYFS Liturgy promote positive behaviour by promoting key values: **responsibility, respect, love, joy, reconciliation/peace, justice, hope.**

## 6.2. Behaviour in the Classroom and School Building

- a) There is a corporate responsibility for good order throughout the School, on stairways, in corridors, cloakrooms, the dinner hall and playground. Encourage pride in the School – insist on a clean and tidy cloakroom and classroom, including pupils' desks, shelves, cupboards; leave tables and chairs in the proper place and the board clean; keep displays fresh and stimulating
- b) Every class teacher is responsible for pastoral care and discipline in the classroom, and will discuss the School's Mission Statement and the class rules in conjunction with "Saint Rafaela's Way" - School Code of Conduct (See Appendix 1) at the beginning of each School year. These will then be on display in each classroom.

## 6.3. Early Years Foundation Stage (EYFS)

- a) At our school, we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. As in the wider school, in the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at our school EYFS will use and promote positive language with children where possible. Our behaviour management strategies at our school EYFS are based on the following key principles:
  - We model expected behaviour.
  - We use eye contact with children.
  - We use our body language as well as our words.
  - We use specific praise to reward positive behaviour.
  - Where possible, we ignore negative or attention seeking behaviour.
  - We phrase our requests in a positive manner.
  - We promote independence and responsibility.

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- We use our knowledge of each child as an individual.
- We do not make assumptions about young children's understanding.
- We empower children to choose the right course of action.

- b) When children under four behave in unacceptable ways, we recognise that strategies for supporting them need to be developmentally appropriate and differ from those used for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger and distress, and require sensitive adults to help them do this. Common unacceptable behaviours of children under four include tantrums, biting and fighting. We require staff to be calm and patient, to offer comfort to intense emotions, to help children manage their feelings and to talk about them to help resolve issues and promote understanding.

If a young child harms another child in our care (e.g. biting) we inform both sets of parents and make a file note. We recognise that young children often engage in play that has an aggressive theme, such as superhero and weapon play. Such play is not necessarily a precursor to hurtful behaviour or bullying, even if a child appears preoccupied with its aggressive theme, although the child's behaviour may be inconsiderate and need addressing. If necessary, the Headteacher will support the Head of EYFS to maintain a consistent approach throughout the school. We recognise that themes in fantasy play often refer to 'goodies' and 'baddies' and as such offer opportunities for us to explore concepts of right and wrong. We are aware of the importance of tuning in to the content of children's fantasy play, perhaps to suggest alternative strategies for heroes and heroines, encouraging empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

#### 6.4. **KS1 and KS2**

Rules implemented within KS1 and KS2 include:

- To do as Jesus asked us to: 'Love one another as I have loved you'
- Respect for others and their belongings
- Respect for School resources
- Respect your teachers and always strive to listen attentively
- Hands up to answer a question or request help rather than call out
- Hands and feet to yourself
- Look after your property carefully
- Complete the work that teachers set for you to do to their satisfaction
- Wear your uniform with pride
- Always try your best and strive to finish your work to the best of your ability

### 7. **Managing Pupil Transition**

- 7.1 We carefully manage the transition of the children, not only from EYFS through to Key Stage One and to Key Stage Two but also in preparing children for their next school placement in Year Seven.
- 7.2 A particular strength at Saint Christina's School is the relationship staff develop with the children and families.
- 7.3 Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency.
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in their behaviour management.

- 7.4 We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools.

## 8. Rewards

- 8.1 **The House System:** We operate a house-system in order to give recognition to and reward good work, behaviour and effort, and to encourage a sense of pride and collective responsibility. Saint Cecilia (blue), Saint Francis (yellow), Saint Joan of Arc (red).

a) Children know they can earn house points by:

- Always trying their best
- Achieving
- Showing outstanding behaviour
- Being polite
- Showing kindness

b) The children in Key Stage 2 have regular house meetings, collect house points and gain certificates for good work/good behaviour etc. These certificates will usually be awarded during the main School Assembly.

- 25 house points – bronze certificate
- 50 house points – silver certificate
- 100 house points – gold certificate
- 150 house points – platinum certificate

c) In each class, the children are divided into the three houses.

d) House Captains are nominated annually from Year 6.

e) Points are awarded to the Houses for their participation in House events such as House Music, House Netball, House Rounders, House Poetry, House Quiz and Sports Day.

f) The House at the end of each term with the most points is awarded the cup and rewarded, e.g. extended playtime.

g) A House board celebrates the collection of points. The House programme is designed in such a way as to be inclusive and promote opportunities for all the pupils, recognising all strengths. House boards show the House symbols, mottos and charities, list the House Captains and are updated with achievements and photos.

h) Meetings: House Captains meet regularly with the member of staff with responsibility for the House competition, where they take minutes, discuss issues and share and delegate tasks. To assist in managing these responsibilities the children are given leadership and teamwork training. House captains are in charge in leading a house meeting and sorting our teams for various events.

8.2 **Golden book / Excellent Work book:** Effort, progress and achievements by individual pupils in the Golden Book held by the Headteacher. The Excellent Work book contains samples of excellent work to be kept outside the Reception Office.

8.3 **Spotted:** Weekly awards are given to individual pupils who are recognised for good work, behaviour and progress. Teachers are able to 'spot' a pupil at any time and make a nomination that will be read out in assembly and placed on the 'Spotted' board.

8.4 **Other rewards:** Class teachers use a variety of informal rewards in addition to House Points, for example motivational points in Class Dojo (<https://www.classdojo.com>) or [timetable certificates](#).

## **9. Behaviour in the Playground**

9.1 Children are expected to play sensibly and fairly with each other. They must listen to and co-operate with the adults supervising them. Rough games are prohibited. When play has finished, a bell will be rung indicating that the children are to stand still in silence.

9.2 On hearing a second bell, the children must walk quietly to their class lines or KS2 lunch table lines (at the end of lunch play) before being dismissed by the members of staff on duty.

## **10. Drug- and alcohol-related incidents (see separate Drug and Substance Abuse Policy)**

10.1 It is the policy of Saint Christina's School, that no child should bring any drug, legal or illegal, to School. If a child will need medication during the School day, the parent or guardian should notify the School. (See First Aid and Administration of Medicine Policy).

10.2 The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. (Please see the Drugs and Substances Abuse Policy located in the Policy Library). The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into School for the purpose of misuse may be punished by a fixed-term or permanent exclusion depending on the circumstances, and the police and social services will be informed. If the offence is repeated, the child is likely to be (if they were not previously and subject to the circumstances) permanently excluded, and the police and social services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and a referral will be made to social services.

10.3 It is forbidden for anyone, adult or child, to bring illegal drugs onto the School premises. Any child who is found to have brought any type of illegal substance to School may be punished by a fixed-term or permanent exclusion depending on the circumstances, and the police and social services will be informed. If the offence is repeated, the child is likely to be (if they were not previously and subject to the circumstances) permanently excluded, and the police and social services will be informed.

10.4 If a child is found to have deliberately brought illegal substances into School, and is found to be distributing these to other pupils, the child will be permanently excluded from the School. The police and social services will also be informed.

## **11. Behaviour Management**

11.1 **Corporal punishment is not used at Saint Christina's School.**

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- 11.2 All sanctions imposed on pupils for serious misbehaviour will be recorded and the record kept by the Headteacher. Records of lesser sanctions (e.g. withdrawal of privileges or loss of playtime) are kept by class teachers. The Deputy Head should be informed in cases of repeat occurrence or patterns. Individual notes on these incidents are attached to the class file. Copies of the letters (or emails) sent to parents are also filed in the pupil's file.
- 11.3 The School abides by its duties under the Equality Act 2010 and will make reasonable adjustments for managing behaviour, which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational need is able to present their case fully where their disability or special educational need might hinder this.
- 11.4 Where behavioural issues indicate that a child is suffering, or is likely to suffer, significant harm, the School's Safeguarding and Child Protection Policy will be followed. This includes suspected child-on-child abuse. The DSL or Headteacher will liaise with external agencies, as necessary, to support and guide the progress of each child. The safety of the children is paramount in all situations. In the event of a child's behaviour endangering the safety of others or preventing learning, the class teacher would stop the activity and prevent the child from taking part for the rest of that session. Ensure adequate handover between class teachers in order to manage pupil transition.

(See Guidance for Staff Appendix 2)

## **11.5 Sanctions**

- Children need to learn that making the wrong choice will have consequences and that they need to take responsibility for their actions without blaming others.
- The object of sanctions is to motivate pupils to improve behaviour and to make sensible choices in the future whilst signalling that our choices have consequences.
- Teachers will inform the Relevant Phase Leader /Deputy Head and Headteacher of any concerns relating to the behaviour of pupils in the School. This guidance sets out a stepped approach for managing behaviour but it may be necessary to vary the progression through the stages according to the individual circumstances. This is at the discretion of the Headteacher.

### **11.5.1 Initial Stage**

- a) If used, sanctions need to be put into effect immediately or as soon as is feasible so that the sanction is associated in the child's mind with the irresponsible behaviour.
- b) In instances of irresponsible behaviour, the adult should:
  - Request calmly that the child demonstrates the appropriate behaviour
  - Give the child the opportunity to retract or apologise for what he/she has said/done
  - Warn the child of the consequences if the behaviour persists
  - Teachers' personal files should be used for initial records of minor incidents
- c) Staff should not:
  - Shout, unless deemed absolutely necessary, e.g. distance, immediate danger

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- Over-react
  - Humiliate
  - Use sarcasm/blanket punishments
- d) Staff should use discretion at all times. They should be professional and objective.
- e) If the irresponsible behaviour is repeated or children are already fully aware of expectations the following sanctions may be used, at the discretion of the member of staff, coming to a fair, common-sense conclusion:
- Forfeit part of a playtime.
  - 'Time out' within the classroom/playground. It goes without saying that a child that is in 'time-out' may never be unsupervised.
  - Removal from class for a brief conversation about their behaviour.
  - Withdrawal of privileges.
  - Writing a letter of apology.
  - Writing an explanation or account of what happened and why it is unacceptable.

If the methods described above have not satisfactorily improved the behaviour then move to Stage 1.

#### **11.5.2 Stage 1**

- a) Behaviour of the pupil is monitored closely for one week by all who teach him/her. Parents are not informed at this stage. The pupil is made aware of the areas for improvement we are looking for. It is made clear that there is an opportunity for the pupil to improve the situation.
- b) The class teacher informs all other teachers teaching the pupil that, for the next week, his/her behaviour will be closely monitored in lessons and outside the classroom. All incidents considered more serious will be recorded on the child's individual significant events' file.

#### **11.5.3 Stage 2**

- a) No improvement at Step 1 means that the pupil remains on close observation for a further week or if behaviour occurs that is more serious than at Stage 1 then the Deputy may become involved.
- b) The parents are contacted by the class teacher or relevant Phase Leader / Deputy Head to inform them that their child's behaviour has been giving cause for concern and has not shown significant improvement during the last week, or if it has been taken straight to Stage 2. Parents are given an idea of the improvement the School is looking for. The parents are asked to support the efforts the pupil and School are making and to encourage the pupil to try hard to improve his/her behaviour. A report pro forma (including Thinking Time Form) maybe compiled which is carried around from lesson to lesson for each member of staff to fill in, including positive comments too. A brief daily progress report should be written, by the class teacher, in the homework diary during the week.



- c) All incidents considered more serious will be recorded on the child's individual significant events' file and in a centralised sanctions log.
- d) An additional sanction that may be used during Stage 2 is:
  - Removal to another class for all or part of the lesson (parents will be informed on the day that this happens).

#### **11.5.4 Stage 3**

- a) The parents will be called in for a meeting if necessary at this stage to discuss appropriate strategies to improve the behaviour of the pupil. These may include the signing of a behaviour agreement, which could constitute a formal warning. The deprivation of other privileges including clubs, trips and performances will be considered on a case-by-case basis or a sanction which is appropriate to the exact behaviour that occurred.
- b) A letter confirming the outcome of the meeting will be sent if appropriate. Timing of agreed strategies which will be established and a review date set.

#### **11.5.5 Record Keeping**

- a) All records of meetings should be kept and report cards should be put in the pupil's file.
- b) Behaviour which is a cause for concern is recorded and kept on a child's individual record and the child's parents and Headteacher informed. Serious misbehaviour will be logged in the Bullying and Serious Sanctions Log (SLT drive)
- c) Additional provision may be made to meet individual needs which includes working in partnership with other agencies.
- d) Serious concerns must always be reported to the Headteacher who will inform the Chair of Governors.
- e) Exclusion (fixed-term or permanent) is a very serious option which may need to be considered in exceptional cases. (See Exclusion Policy)

#### **11.5.6 Exclusion**

- a) We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to School life and we want to support them to achieve this.
- b) A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the School. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted.
- c) No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.
- d) Only the Headteacher may authorise the exclusion of a pupil.

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- e) Reasons for exclusion include, amongst other things, a serious breach of the School's rules or policies or the risk of harm to the education or welfare of the child or others in the School.
- f) **Temporary Exclusion (Suspension)**: A suspension should be for the shortest time necessary
- Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would usually be imposed only when the School had already offered and implemented a range of support and management strategies. These strategies are outlined in the Behaviour Policy.
  - Suspension may be used in response to a serious breach of School rules and policies. In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the School's policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked. If necessary the Headteacher will consult with the, Chair of Governors and members of staff.
- g) **Permanent Exclusion (Expulsion)**: Expulsion is a very serious decision and the Headteacher will consult with the Deputy Head teacher and the Governing Body before enforcing it. As with a suspension, it will follow a range of strategies and be seen as a **last resort**, or it will be in response to a very serious breach of School rules and policies examples of which might be:
- Serious actual or threatened violence against another pupil or a member of staff
  - Possession or use of an illegal drug on School premises
  - Persistent bullying
  - Persistent racial harassment
  - Drug / alcohol abuse
  - Theft
  - Fighting / violence
  - Sexual harassment or misconduct
  - Serious disobedience / persistent disruptive behaviour / refusal to do work or to apply sufficient effort
  - Improper behaviour towards a member of staff or another pupil
  - Jeopardising the health, safety and/or well-being of others
  - Damage to property
  - Damaging the School's reputation or acting in such a way as this might happen or might have happened
  - Acting in ways which are at variance with the School's values
  - Unacceptable or unsupportive parental behaviour
  - An activity that is illegal under English Law
  - Some other substantial reason

Any decision to exclude a child will be made by the Headteacher. The Chair of Governors will be kept informed throughout any process around exclusion. Each individual situation will be investigated according to need. The Headteacher will gather evidence, seek the opinion/advice of colleagues, written statements and the view/s of the pupil/s before action is taken.

It is noted that a permanent exclusion is extremely rare in a primary setting where children are younger and may not always understand the implications of an action or behaviour. It is also noted, however, that the age of criminal responsibility within the UK is 10 years and serious incidents can occur that necessitate exclusion being considered.

If a decision is taken to expel or suspend a child the Headteacher will:

- Inform the Chair of Governors
- Ensure that there is sufficient and detailed recorded evidence to support the decision
- Parents will be asked to come into school to discuss the matter with the Headteacher
- A letter to the parents recording the reasons for the suspension or expulsion will be sent: where a suspension it will include details of length of the exclusion and any terms or conditions agreed for the child's return
- Ensure that in cases of more than a day's suspension appropriate work is set
- Plan how to address the child's needs and integration back into their class on his/her return
- Meet with the child (and parents if agreed) on his / her return to school in order to support the child and help to meet the behaviour expectations of the school

#### **11.6 Governor Review of a decision to permanently exclude (expel / required to leave) a child**

- a) In the case of a permanent exclusion the Headteacher will also inform the parents of their right of appeal to the School Governors.
- b) Where a pupil is expelled or required to leave, parents may ask for a panel of Governors to review the decision made by the school. If they choose to do this they should:
  - Submit the grounds for review and the outcome that they seek in writing to the Clerk to the Governor's within 7 days of the decision to expel or be required to leave.
  - The Chair of the Governors will consider the grounds for review and the outcome that they seek. For the avoidance of doubt, a mere disagreement with the Headteacher concerning the decision would not normally form sufficient grounds for review.
  - A Review Panel of three Governors will be convened to hear the review. They will have no prior knowledge of the individuals involved or the incident or matter that has led to the decision to expel or be required to leave.
  - The role of the Review Panel would be to consider the information and arguments presented by the parties (the Headteacher and the parents or people who requested the review) and to decide whether to uphold the decision to expel or be required to leave, or refer the decision to expel or be required to leave back to the Headmaster with recommendations so that he may consider the matter further.
  - Should the Review Panel refer the matter back to the Headteacher for reconsideration, the decision to expel or be required to leave will be reconsidered. The Headmaster's decision will be final.

#### **12. Malicious allegations against staff (see separate Allegations Against Staff Procedures)**

- a) Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy.

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- b) Where a parent has made a deliberately invented or made a malicious allegation, the Headteacher will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

### **13. Use of reasonable force (see separate Physical Contact Policy).**

- a) Any use of force by staff will be reasonable, proportionate and lawful. See the School's **Pupil Contact Policy** that can be found in the Policy Library. Reasonable force will be used only when necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do something that might lead to them harming themselves or others eg:
- Committing a criminal offence.
  - Injuring themselves or others.
  - Causing damage to property, including their own.
  - Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- b) Where restraint is used by staff, the Headteacher must be informed, details of the incident will be recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

### **14. Educational Visits**

- a) The Headteacher may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety.
- b) Serious offences committed whilst on an educational visit are very likely to result in a pupil being sent home, usually at the parents' expense.
- c) Pupil behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

### **15. Anti-Bullying**

- a) This Behaviour Management Policy is dovetailed with our **Anti-Bullying Policy** and **Safeguarding and Child Protection Policy**.
- b) 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 of any kind from others. When a child is displaying bullying behaviour, we ensure that we investigate and make sure that both the victim and the child displaying bullying behaviour are supported as per the **Anti-Bullying Policy**.

### **16. Roles**

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## 16.1 The role of the class teacher

- a) The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- b) If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will 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 of any kind from others.
- c) It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- d) Teachers treat each child fairly, classes with respect and understanding, enforcing the classroom code consistently. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or Deputy.
- e) Where external support agencies are involved in meeting the needs of a particular child, the class teacher (in conjunction with senior leaders) liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child.
- f) The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## 16.2 The role of the Headteacher

- a) The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them.
- b) The Headteacher will in the first instance, usually exercise his or her authority through the class teacher, senior leaders (SLT) or the Deputy Headteacher.
- c) The Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher who is expected to:
  - promote self-discipline and proper regard for authority among pupils;
  - encourage good behaviour and respect for others and prevent all forms of bullying pupils;
  - ensure that the standard of behaviour is acceptable;

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- regulate the conduct of pupils
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- ensuring staff receive appropriate training on behaviour management when necessary;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the School;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour;
- ensuring staff are supported by senior leaders when dealing with pupils displaying misbehaviour and that there is consistency in managing the behaviour.

### 16.3 The Role of Pupils

- a) Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations.
- b) Pupils should also ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

### 16.4 The Role of Parents and Carers

- a) Our school strongly encourages an ethos and culture where by there is clear communication with, and the support of parents.
- b) Parents are expected to take responsibility for the behaviour of their child both inside and outside the School.
- c) We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

## 17. Behaviour of Parents on/off the School Premises

- a) It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.
- b) Parents do not have permission to turn up at the school during school hours unannounced

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demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises by a senior member of staff.

- c) Parents may not meet class teachers when they are teaching. Appointments should be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police may be called.
- d) A request must be made in writing (email or letter) if a pupil has to be taken out of school hours e.g. for a doctor's appointment. On arrival to collect the child, the office staff call for the child to be sent down and the parent then signs the child out giving the reason. The pupil is then signed out and back in again on return.
- e) Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.
- f) Parents should not use the Class Rep System to vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/pupils/staff.
- g) Where a parent would like a letter / details of an event to be circulated to other parents e.g. Parent Link organising an event, the letter / communication must be approved by the Headteacher.

## **Appendix 1**

### **"Saint Rafaela's Way" – School Code of Conduct**

**We always show kindness and respect to others**- always speak politely, be a friend, share with everyone you can, listen to others' points of view and help to make the School a happy place for everyone.

#### **Saint Rafaela says:**

**"If we all make an effort to please one another and be kind, the world will be a paradise."**

**We always do our best**- help to make the teaching and learning at Saint Christina's a happy and safe experience for everyone- you, your teachers, your friends and your parents.

#### **Saint Rafaela says:**

**"Courage, keep moving forward with confidence."**

**We always tell the truth**- everyone makes mistakes, always own up.

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Honesty is the best policy.

**Saint Rafaela says:**

**“Let us be persons of peace, able to enjoy life.”**

**AT SAINT CHRISTINA’S SCHOOL:**

**We care about our school and environment and keep it clean and tidy** - we respect the Schools, ours and other people’s property. Everyone has a right to an attractive and well-cared for environment.

**Saint Rafaela says:**

**“The works most pleasing to God are those he alone sees.”**

**We take pride in wearing our uniform correctly**- we remember when in uniform we are ambassadors for our School. Good or bad behaviour, wherever we are, will reflect on our parents and on our School. Always behave well and be polite.

**Saint Rafaela says:**

**“This year I want to be a joy to the Lord.”**

**We are on time for everything and hand in work on time**- don’t waste our teacher’s or other pupils’ time, listen carefully to instructions, remember everything we need for the day: P.E. kit, homework, books, etc.

**Saint Rafaela says:**

**“Life’s journey often passes over rocky terrain. If we put our trust in the hands of God it will not seem so difficult.”**

**We help to keep everyone safe by acting sensibly. We always walk inside the building, we never run-** we move sensibly, walk single file on the stairs, greet people we meet open doors and help if needed.

**Saint Rafaela says:**

**“Let us make others happy, this is true charity.”**



## Appendix 2

### Guidelines for good staff-pupil relationships

- **Treat all children fairly, equally and objectively:** it is all too easy to jump to wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Don't act on hearsay; only act on what you are sure you know, establish the facts.
- **Be friendly and approachable:** the children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you. Greet and be greeted; speak and be spoken to; smile and relate.
- **Give gentle reminders:** children often simply forget some rules, e.g. running in the corridor. A gentle reminder is often all that is needed to correct this.
- **Stay calm:** try to smile at the children, they will then see you as someone warm and friendly.
- **Try and chat:** be willing to chat to the children about their news, interests and activities.
- **Give praise:** praise is more effective than criticism so try and use praise frequently.
- **Give incentives:** use the School house-system to award house-points and/or give children a special mention at assembly.
- **Be fair:** be fair when dealing with the children. Don't make assumptions or rely on the word of a child. Be objective and take time to find the facts. Apply rules and sanctions firmly and fairly
- **Be polite:** set a good example to the children by speaking politely to them.
- **Expect:** to give and receive respect.
- **Remember that because we are staff does not mean that we are above the rules:** High standards of behaviour, work and respect depend on the example of us all.

## Appendix 3

### Guidance for dealing with behaviour incidents

Staff in charge of the children have a duty to facilitate 'reconciliation'.

- Keep calm and talk quietly
- Tell children honestly how you feel, e.g. 'I don't like that ....' followed by '..... I do like it when.....'; this replaces 'you', blaming accusation which often results in defence and denial.
- Allow a cooling down period. This prevents a confrontation with an audience watching and gives you time to think.
- Use eye contact
- Listen to parties involved and give children the opportunity to correct their behaviour – respect them as individuals
- Remember to address the behaviour and not the child, e.g. 'pushing N.... over was an unkind and dangerous thing to do' NOT 'you are a nasty little bully'!!!
- Try to ensure pupils fully understand why the behaviour is unacceptable
- If deemed necessary, get children to describe the incident in their own words on paper
- Be consistent and fair with decisions and consequences
- Provide a place for time out, e.g. seat in playground/within classroom
- Provide a calming-down area in another classroom through teacher agreement
- If appropriate, use humour!

## **Appendix 4**

### **Guidance for Staff in Dealing with Pupils involved in Potentially Serious Incidents**

- Act calmly and remove the pupil from a situation where his or her continued presence is likely to enflame an already difficult or dangerous situation
- Speak to the child, wherever possible, in the presence of a witness
- Avoid being alone in a confined space with the pupil under suspicion.
- Do not pre-judge the pupil or events.
- Note down what, if anything, the pupil says.
- Note down the precise circumstances in which the pupil involved was found. (Include place, times, date, actions and names of other people present, adults and pupils, who may be called upon as witnesses).
- Say, or do, nothing that might prejudice the course of subsequent enquiries (e.g. do not accuse, do not threaten (or suggest) 'likely' punishments or consequences, do not ask leading questions, do not pressurise the pupil in any way).
- Refer the matter as soon as possible to the appropriate senior member of staff