



Behaviour & Exclusion Policy

Responsibility:	S Tindall
Date Approved:	September 2023
Next Review:	September 2024

Holy Family is a Catholic school and our policy is based on the knowledge that God is present in each member of our school community. We demonstrate respect for each person created by God. Our behaviour policy reflects a positive approach with reconciliation forming a clear and important element.

Mission Statement

Our catholic school sets out to provide an education that is God-centred. It is a community where everyone is valued, loved and respected by each other.

Our children are encouraged to give of their best in all they do, to understand their beliefs and to work and play happily together. They are further encouraged to express their God given talents and to show qualities of honesty, tolerance, forgiveness, caring and patience.

We value our place in the parish and aim to maintain our strong partnerships with parents, governors and the wider community.

We aim to work as a team in a partnership that is truly supportive and understanding of everyone's needs.

We seek to follow God's guidance of loving and caring for each other in the way he taught us and to uphold our school name, living each day as one happy and Holy Family.

‘LIVING EACH DAY AS ONE HAPPY & HOLY FAMILY’

1. Principles

We aim to create an environment where pupils and staff feel happy, safe and secure. Every member of the school community is valued, respected and treated fairly and consistently and we foster positive and caring attitudes.

We promote good relationships so that all can work together with the common purpose of helping everyone achieve their potential.

We encourage pupils to accept responsibility for their behaviour

We help children develop a sense of right and wrong

We make the boundaries of acceptable behaviour clear to everyone.

We maintain a consistent approach to behaviour throughout the school, working closely with parents and carers.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Home School Agreement

The Head teacher asks parents to sign a Home School Agreement when their child joins the school. By signing the Home School Agreement, parents will be indicating their agreement with the School Behaviour Policy.

4. Anti-Bullying

The school Anti Bullying Policy includes details of how the school prevents and deals with allegations of bullying

5. Holy Family School Rules

All school staff, pupils and parents are clear about the behaviour we expect of pupils in school. Our school rules are displayed throughout the school to remind us. Pupils work with their class teacher at the beginning of the school year to establish class rules that are then displayed on the walls in classrooms.

All rules are based on the following principle

“Treat others as you would like to be treated”

- Show respect and consideration to others at all times.
- Work hard and try to do your best at all times
- Be honest.
- Try to listen and understand other people's point of view.
- Let children learn and the teacher teach.
- Behave sensibly and quietly around the school.
- Do as an adult asks straight away
- Respect property and keep the school clean and tidy.
- Leave dangerous or illegal items outside school

6.Teaching positive behaviour

SEE APPENDIX 1 FOR BEHAVIOUR MANAGERMENTS TECHNIQUES

At Holy Family we encourage good behaviour in the following ways. This list is not exhaustive and is updated regularly to ensure that the best solutions are found to promote good behaviour.

- Having clear shared expectations of good behaviour based on mutual respect
- Religious Education is at the core of all our teaching and learning
- Giving pupils opportunities to feel success and share their achievements during class or assembly time
- Encouraging pupils to take responsibility for their behaviour
- Promoting mutual respect through PSHE & assemblies
- All staff model appropriate behaviour in their relationships with each other and with children
- Building a partnership with parents or carers.
- The Daily Act of Collective Worship will often include a focus on appropriate behaviour and actions

House System

There is a house system across the school

All children are placed in a house: Champion (green), Fisher (red), Howard (blue), More (yellow)

Good behaviour, good work, positive example and organised inter-house competitions & challenges are rewarded with house points

At the end of each year the marks are added up and the winning team has a reward

Stars of the Week

Each week two children are chosen by the class teacher for the stars of the week award

They receive a certificate and badge.

Managing inappropriate behaviour

Pupils often behave badly because they are upset, which makes them feel lonely.

Acknowledging a pupil's feelings breaks through the loneliness and makes the pupil feel cared for and less likely to seek attention inappropriately. We:

- Take the time to get to know our children and build strong relationships based on trust & respect
- Always remain calm and objective
- Anticipate behaviour and try to prevent it from occurring
- Make the distinction between the behaviour and the pupil.
- We always acknowledge that children are good (see the reference at the beginning of this policy). Children are never "naughty" We say 'that was a silly thing to do' rather than 'you are silly'.
- Try to ascertain the root cause of the problem and talk to the pupils individually without an audience
- Communicate empathy by reflecting their viewpoint back so as to defuse the situation

- Discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change
- Avoid nagging and lecturing as it feeds pupils who are hungry for adult attention
- Apologise when we make mistakes
- Use Restorative Justice techniques & conferences in resolving issues where there has been a victim or victims – see appendix and Anti Bullying Policy

7. Partnership with parents

We believe that by creating a positive relationship with all our parents and carers we can all work together to reinforce good behaviour and provide solutions to inappropriate behaviour.

Parents will be informed of misdemeanours firstly through an informal conversation either in person or via phone as soon as possible

If the situation is more serious a note will be sent asking the parents to come in to school to speak confidentially with the class teacher.

In more serious situations or where a behaviour is repeated the Headteacher and teacher will meet with the parents/ carers to discuss future actions

8. Minor, intermediate and major incidents

At school there is a hierarchy of sanctions for dealing with minor, intermediate or major incidents. Minor incidents become more serious through repetition. It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably.

The following is a guide.

Minor incidents	More serious incidents	Major incidents
pushing in	repeated minor incidents	fighting
interrupting the teacher	interfering with other pupils' work	vicious kicking
attention seeking	arguing back	hitting back
clowning around	rudeness	throwing dangerous objects
spoiling games	name calling	persistent lying
avoiding work	using God's name	vandalism
time wasting	inappropriately	swearing at staff
teasing	telling lies	verbal abuse of staff
being noisy	graffiti	physical abuse of staff
running inside	spitting	stealing
arguing	refusal to follow instructions	running out of school
swearing (accidentally)	swearing (with intent)	bullying
cheekiness	leaving the room without permission	racist or homophobic incidents
wearing jewellery or inappropriate hairstyles	Play fighting	bringing dangerous items
carrying unauthorised items such as toys, sweets or money	Rough or aggressive play eg wrestling	onto school premises
throwing small things in class or outside	deliberately upsetting others or excluding from games	
Carrying other children or picking up younger children		

Minor incidents

Minor disruption is behaviour that makes teaching and class management difficult e.g. pupils chatting, calling out or not listening. These are dealt with by the adult/s present at the time, who will:

- Discuss the incident with the pupil or pupils involved, ask pupils to stop the bad behaviour and explain what they are expected to do
- Encourage pupils to resolve differences themselves and insist that they take responsibility for their behaviour
- Apply sanctions, if appropriate, such as missing part of a playtime or moving away from peers.
- Parents are not usually informed at this stage unless there is a repetition of the incident.

More serious incidents

Serious disruption is behaviour that makes it impossible to carry on teaching or continue the normal running of the class eg pupils refuse to carry out an instruction, throw things, hurt other pupils or adults, make loud noises.

The incident may be dealt with by the class teacher but an SLT member or an external agency e.g. Behaviour support team or Educational Psychologist can be called in to support. We may:

- Apply appropriate sanctions such as missing a playtime or exclusion from a class treat
- Organise for the pupil to spend time in another class
- Begin monitoring the pupil's behaviour using an individual behaviour log
- Discuss the incident with the pupil's parents
- Set up a behaviour chart or plan – a member of SLT will be involved

Major incidents

Major incidents are dealt with alongside the SLT. The Head teacher will speak with parents and together we will all decide on appropriate further action. This may include:

- A reduced timetable, reviewed every two weeks for a maximum period of 16 weeks
- Fixed-term suspension of up to 5 days
- Permanent exclusion

We always follow government guidance in cases of serious misconduct and keep the best interests of the children at the heart of all decisions.

This is the link to the Government's statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units:

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

Inappropriate behaviour in class

All teachers, Learning Support Assistants and other paid staff with responsibility for pupils can impose reasonable sanctions in response to inappropriate behaviour.

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 for all adults including LSA's, PPA providers and supply teachers

Staff always treat all children with respect, understanding and fairness.

9. Holy Family School follows DfE guidelines for permanent exclusion

On occasion the level of behaviour may mean that a more severe sanction is required without following all the steps

A decision to exclude, either internally, for a fixed-period (referred to as a suspension) or permanently will only be considered when alternative options have been explored. We will make every effort to meet the needs of all pupils and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, exclusion may be necessary.

A serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards an adult or pupil
- Any form of peer-on-peer abuse
- Sustained bullying
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance

If the Headteacher is considering exclusion, he will follow the most recent Exclusion Guidance: Exclusion from maintained schools, academies and pupil referral units in England (publishing.service.gov.uk)

Internal exclusion is when a pupil is withdrawn from class for a limited period of time, supervised by a member of staff in another part of the school whilst completing school work. The length of the internal exclusion will be proportionate to the behaviour. Parents/carers will be informed when an internal exclusion is issued. The pupil will have access to movement breaks, toilet facilities, water and snacks/lunch.

Suspension is when a pupil is excluded from school and must remain at home for a fixed period of time. Suspension will only be used for serious breaches of the behaviour policy.

Permanent exclusion is the most serious sanction a school can give. Permanent exclusion will always be a last resort and will only be used in response to a serious breach, or persistent breaches of the behaviour policy

10. The role of Learning Support Assistants

Learning Support Assistants may work outside the classrooms with small groups or individuals or during PPA time. They will follow these procedures

1. A “look”
2. A verbal reminder of acceptable behaviour
3. A positive choice given to improve behaviour
4. Learning Support Assistant will give warning and write this down– this may be removed if behaviour improves.
5. If behaviour does not improve then the pupil loses 1-15mins of playtime. This is spent outside the staff room supervised by a senior member of staff.
6. If poor behaviour persists the child will be returned to class for the teacher to give an appropriate sanction. (During PPA time the deputy or Head Teacher will be involved)

The following procedures are in place in the outdoor environment including morning playtime and lunchtimes

All adults including Teachers, Learning Support Assistants, Lunchtime Supervisors, External providers and volunteers treat all children with respect and understanding and fairness.

All sanctions are proportionate to the transgression.

Injured or distressed children must be accompanied inside by an adult

Staff should not deal with incidents concerning their own children or relations

11. Rules for playtimes and outdoor activities are displayed in classrooms and on the playground.

These are

- We look after each other and play safely.
- We follow instructions straight away.
- We show respect for people, property and the environment.
- We ask children on their own to join in with our games.
- We say sorry if we hurt or bump into anyone by accident.
- We stop and stand still when we hear the whistle.
- We take care of our equipment.

12. Rewards and Sanctions

Rewards

Proportionate to the achievement (small rewards leading to more complex / valuable ones)

- A smile
- Positive comments
- Praise Stickers
- Certificate
- Reporting good behaviour to teachers
- House points

Sanctions

Any pupil who contravenes the rules will be subject to the following sanctions

1. A "Look"
2. A verbal reminder of appropriate behaviour
3. Present a final positive choice e.g. play nicely or leave the game
4. Standing/walking with the member of staff for up to 5 minutes
5. "Time out" of 1, 2 or 5 minutes where they can be supervised
6. Name in the incident book and taken into school and reported to the senior member of staff on duty. Sanction will be given by this member of staff

13. Reporting of incidents by Lunchtime Supervisors

Minor incidents will be dealt with by the member of staff on the playground and any sanctions will be recorded by the staff.

More serious incidents, depending on the circumstances, need to be reported to the class teacher/senior leadership team and written in the class/school incident book.

The report must be given by the lunchtime supervisor who dealt with the incident in the first instance to ensure an accurate account is provided.

Major incidents e.g. fighting must result in the children being brought into school and a senior member of staff informed. This will be reported in the School Incident book with a record of action taken.

14. Application of sanctions

All adults in school are aware that every child is unique and that inappropriate behaviour takes many forms. The above procedure will be carried out wherever it is appropriate. However, on occasion the level of behaviour may mean that a more severe sanction is required without following all the steps.

Children with Individual Behaviour Plans may need to be dealt with in a different manner as detailed on their plan. See later

Children with SEND or EAL may not fully understand what is expected or be able to explain their actions. Staff will always take this into consideration when applying sanctions

15. Rights and responsibilities agreed after consultation with all parties

Pupils rights

To be treated with respect
To be safe
To learn
To be listened to
To be happy in school
To practice their faith

School and staff rights

To enforce the school behaviour policy
To be treated with respect and courtesy
To teach without disruption or intrusion
To be happy
To be safe
To be supported by parents in maintaining an orderly climate for learning
Not to tolerate violence, threatening behaviour or abuse
To ask parents to sign the Home School Agreement

Parents rights

That children are treated fairly and with consistency
To expect children are safe, secure and respected
To have any complaint about behaviour or bullying taken seriously by the school and investigated/resolved as necessary
To be kept informed about their child's progress including behaviour

Pupils responsibilities

To show respect and courtesy towards everyone
To take responsibility for their behaviour.
To work hard and be willing to learn
To allow others to learn
To cooperate with adults and children and follow instructions
To do their best

School and staff responsibilities

To promote Christian values in accordance with the school Mission Statement
To communicate clearly measures to ensure good order, respect and discipline
To treat children and adults with respect
To be a positive role model
To let every pupil achieve their potential
To be prepared for work
To create a safe and secure environment for learning
To foster positive relationships with parents and carers

Parents responsibilities

To encourage their children to show respect and support the school's authority to discipline its pupils
To ensure their child is well- behaved in school by following reasonable instructions and adhering to the school rules
To send their child to school each day punctually, suitably clothed, fed, rested and equipped ready to learn
To ensure staff are aware of any SEND-related or other factors which may affect their child's behaviour
To support children at home
To keep the principles in the home-school agreement

16. Behaviour beyond the school gate

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the Internet, digital recording devices and mobile phones

Any non-criminal bad behaviour and bullying which is witnessed by a staff member or reported to school will result in the sanctions in the school policy being implemented. All criminal behaviour will be reported to the police.

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 or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Behaviour during activities provided by external agencies and volunteers

Guidelines based on the above principles and practice are issued to all external providers

Support available for pupils whose behaviour indicates significant problems

Support is available for any pupil in the form of:

- A Pastoral Support Plan. (PSP) This will be initiated if a pupil is at risk of exclusion.
- An Early Help Meeting may also be considered in these circumstances.
- A fixed term exclusion,
- Support from outside agencies,
- Reduced timetable,
- A place at a Pupil Referral Unit

17. Additional support

The school SEN procedure can provide additional support for parents and pupils who have social emotional and behavioural needs.

If necessary, pupils will be offered support by a senior member of staff or through access to support programmes such as circle of friends. An individual behaviour plan may be produced by the class teacher and reviewed every half term. Parents are kept informed at every stage of the process.

For pupils with more significant difficulties, the school will work in partnership with outside agencies e.g. Behaviour Support Team, the Educational Psychology Service

or other appropriate professionals.

The school may also consider the involvement of the school nurse, other health services and social care.

Reasonable adjustments to the rewards, sanctions and teaching strategies within this policy will be considered dependent on the individual circumstances of each child. All staff will be made aware of the adjustments to be made.

18. Searching pupils and their possessions

Searching pupils – school staff can search pupils with their consent for any item which is banned by the school rules

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

If a pupil refuses to be searched the police will be called

19. Confiscation, Retention and Disposal

Confiscation – Staff may confiscate items such as mobile phones and sharp objects if they are deemed inappropriate. If safe to do so these items will be returned to the child or their parents or carer at the end of the day.

Retention or disposal of a pupil's property- inappropriate items such as knives, cigarettes and any item which may be used to commit an offence and items banned under school rules will be retained and disposed of safely

20. Staff development

All staff attend whole school INSET annually to review this policy and other relevant policies e.g. Child Protection, Safeguarding, Anti Bullying etc.

LEA professionals or specialists within the MAT provide INSET as required and staff needs are identified through the annual professional development interview or Appraisal cycle. The PSHE Coordinator attends network meetings and disseminates information to staff. The SENDCO or other members of staff also provide training.

21. Use of Force to control or restrain pupils

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008), and Ensuring Good Behaviour in Schools (2011) Staff will be updated of any changes made by the government relating to the Use of Force

All School staff have the power to use reasonable force

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder e.g. teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so they will be physically removed

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. force (Ref ISBN 978-1-84775-751-7)

Under no circumstances will physical force or restraint be used as a form of punishment.

Where it is felt that there a child may need to be restrained a positive handling plan will be written and shared with relevant staff and parents.

22. Drug and alcohol abuse

It is the policy of this 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 and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. 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 will be punished by a fixed-term exclusion. If the offence is repeated, the child will be 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. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed term exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher. Social services may be involved if deemed appropriate by the Designated Safeguarding Lead.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The LEA, CEO of Xavier CET, the police and social services will also be informed.

23. Dealing with allegations of abuse against teachers and other staff:

Whilst all allegations of abuse must be taken seriously, the quick resolution of that allegation will be a clear priority to the benefit of all concerned

- In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative
- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references
- Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include fixed term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)
- All allegations should be reported straight away, normally to the Headteacher or in the absence of the Headteacher, or in cases where the Headteacher is the subject of the allegation or concern to the chair of governors.

- The local authority designated officer (LADO) is also responsible for providing advice and monitoring cases.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy each term and reports to the Governing Body on the effectiveness of the policy and if necessary makes recommendations for further improvements.

Rewards and Sanctions are monitored termly by the Headteacher and Deputy. A copy of this policy is available on the website. The policy is available to all new parents of children starting Holy Family School. A paper copy is available to all who request it. Reminders are issued at the beginning of each school year.

The school and the governing body will seek to ensure that no child is treated unfairly because of faith, race or ethnic background, gender or disability.

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. Reference should be made to the school's policies including: Learning and Teaching, Anti-bullying, E-Safety

Reviewed & adopted: September 2023

Signed: _____ (Chair of Governors)



Signed: _____ Headteacher

Appendix 1 BEHAVIOUR MANAGEMENT TECHNIQUES

Age Appropriate Strategies Foundation Stage

Challenging behaviour at this age is usually to do with distress, not understanding routines and lack of experience of a school setting. The following strategies are therefore based on being positive and supportive and ensuring safety. We:

- Offer appropriate activities to match the needs of pupils & providing a choice of experiences
- Ensure there is space and time to calm down & a space to sit for time-out
- Form positive relationships with parents and carers
- Involve other members of the school staff or outside agencies such as the Educational Psychology Service or behaviour support team.

KS1

Strategies are as positive as possible remembering that these children are unused to having to be responsible in a large group. We:

- Use positive praise reinforcement and role-modelling
- Discuss pupils' behaviour with them and encourage them to apologise to others who have been hurt or upset
- Move pupils away from other members of the class if they are not concentrating or they are disturbing others
- Apply sanctions such as missing some or all of a playtime
- Organise for pupils to spend time in another class if they continue to disrupt others
- Set-up a behaviour plan or chart & involve the SLT
- Speak to parents about their child's behaviour.

KS2

As the pupils get older expectations of them taking responsibility for their behaviour and understanding the consequences increase. Our expectations of the oldest pupils in the school are very high. If there are pupils who have consistently found it difficult to manage their behaviour it is important that information is passed on regarding triggers, successful strategies and past involvement of parents or outside agencies. In addition to the strategies above, we:

- Talk quietly to the pupil and reinforce expectations of behaviour and the consequences of behaving badly
- Are aware and sensitive, anticipating difficulties and dealing with them before they escalate
- Use successful strategies from previous years as appropriate
- Discuss pupils' behaviour with them and place the emphasis on pupils taking an active role in finding solutions and changing behaviour.

