

# Behaviour Management and Exclusion Policy

## St Teresa's School

### Mission Statement

Inspiring and achieving together, using our unique gifts given to us by God.

#### Available from:

This policy is available on the school website, or a copy can be requested from the School Office.

Reviewed: July 2019

Next Review: July 2021

This policy is applicable to misbehaviour at any time that:

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

The use of corporal punishment is not allowed or used in any way, or threatened, at St Teresa's.

#### Values and Beliefs

This policy is founded on the love and forgiveness which is shown to us as children of God. The children are therefore encouraged to be considerate towards others before themselves. Forgiveness is an essential part of the life of St Teresa's School. All are entitled to be valued and respected as a unique individual. This policy is based upon a mutual respect, to be in evidence in all that we do. When dealing with all forms of inappropriate behaviour children should be dealt with calmly and firmly, referring to what the inappropriate behaviour is and therefore why action is being taken. Teachers should remember that we allow all pupils a **fresh start** when they have said sorry and the matter is dealt with, forgiveness is an essential part of life at St Teresa's. Although persistent or serious misbehaviour needs recording, every child must feel that they are forgiven and that they will not be labelled or pre-judged in any way. At St Teresa's incidents are recorded in our Pastoral Log and a register of more serious events are recorded in the Anti-Bullying Register.

Teachers contribute to the "open door" approach at St Teresa's. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

#### A Positive Approach

Our Behaviour Management and Exclusion Policy seeks to lead children towards high self-esteem and self-discipline. We believe that good behaviour arises from good relationships and from setting high expectations. At St Teresa's we believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are able to reach their full potential. The encouragement of positive behaviour and a consistent approach to behaviour management is a key part of the provisions we make to create and maintain a working environment in which all members of the school community feel safe and

secure. Children will be supervised, and their behaviour managed in adherence to this policy. Aggression or physical violence are never acceptable.

## **Aims**

We are an inclusive community enriched by our many diverse backgrounds. As such, we aim to create a stimulating and caring environment where all children irrespective of race, gender or disability can:

- develop their social awareness and intellectual potential
- develop as independent and enthusiastic learners
- learn to recognise, respect and value the differences in our society and feel a valued member of the school community

All school staff, both teaching and non-teaching, have a responsibility to uphold this policy and be aware of the standards of behaviour expected at St Teresa's. Any member of staff who does not feel able to deal with a behaviour incident should advise a member of the teaching staff or one of the Joint Head Teachers of the situation.

### **All staff at St Teresa's School will:**

- recognise, and give labelled praise and reward, good behaviour as it occurs so that children know which specific behaviour is desirable or acceptable and which is not
- ensure that criticism is constructive
- explain and model the behaviour that we wish to see
- encourage children to be responsible for their own behaviour and recognise it in others
- give pupils the opportunity to understand why their behaviour is unacceptable

### **Our expectations are that adults and children will:**

- be listened to and listen to others
- care for all people and treat them with respect and politeness
- disagree without animosity
- respect their surroundings
- ensure that other people are not put at risk by their actions
- respect other peoples' views
- care for their own and other peoples' property
- consider the safety of everyone
- help themselves and others learn
- make a positive contribution and recognise the contribution of others
- realise the equal value of all and value differences and diversity
- avoid inappropriately raised voices and aggressive body language

### **In the classroom we expect children will:**

- follow the class charter created with their peers at the start of the school year
- show respect for their teacher, all adults and children in the room
- work responsibly and complete the work to the best of their ability
- share and use materials sensibly, returning them to the appropriate place
- listen to, and follow instructions
- help other children by not distracting them when in a learning environment

**Around the school we expect children will:**

- walk quietly and sensibly
- not hurt one another with words or actions
- follow instructions first time, asking for clarification if they are not sure of these
- contribute to keeping the whole school clean, tidy and safe

**At break times we expect children will:**

- respect the right of other children to play without interference
- resolve differences of opinion calmly
- look after their property and that of the school and other children
- look after, play with and include as appropriate, children who are alone
- play sensibly and not put others at risk by selfish actions
- not remain in the classroom without a teacher's permission
- not be unsupervised in specialist teaching rooms i.e. computer suite, science or creative arts room

Playground Guidance sets out the expectations of the children's behaviour in the playground and this is talked through with them on a regular basis, during assembly and class time. This is reviewed regularly, with input from children and staff.

**In the dining room we expect children will:**

- line up quickly and quietly when the bell is rung for their sitting
- think of others and not push to the front of the queue
- sit where they are asked, wait in silence until Grace is said and children all served
- use good table manners
- be polite and cooperative with one another and adults
- move around the hall in a quiet, orderly fashion
- remain seated whilst eating
- keep the conversation quiet and to their own table
- clear away their plates and perform other housekeeping duties as requested by the member of staff on duty

**At wet break times:**

- pupils are expected to engage in a quiet activity (wet break time games etc. are provided in each classroom)
- pupils should remain in their own classroom or, if decided by the staff member on duty, may watch a DVD in the Reception Area
- no scissors, glue or tools should be used, and pupils should not write on the board without a teacher's permission

**In the changing rooms (and toilets) we expect children will:**

- behave responsibly
- resolve differences of opinion calmly, asking for adult help if needed
- respect their own property, the property of the school and other children
- remain quiet, to respect the classes working nearby
- keep the changing areas neat and tidy

Members of staff are deployed on duty at changing times for PE lessons and sports clubs. If at other times a staff member is not present, the children are expected to behave appropriately and with increased independence as they get older.

### **Off-site**

All staff must manage behaviour off-site, following procedures and considering the impact that their responses may have on the reputation of the school.

When on trips and visits, pupils are expected to behave in a manner that reflects the school's values and ethos, in the same way that they would at school.

### **Rewards and Reprimands**

#### **Rewards may involve:**

- verbal labelled praise, giving the reason for praise
- verbal labelled praise to parents about their children
- sending children to other staff members for reward or praise
- consistent good behaviour, good manners, neatness, particular helpfulness and acts of kindness in school are rewarded with House Points; children are given a token to add to their house box and points are counted weekly
- good attitudes to learning i.e. risk, reflection and resilience, are rewarded through our Steps to Success programme
- 'Star of the Week' at Assembly
- 'Little Way Award' – a special award presented to children who show kindness and care towards others through little actions in their everyday lives
- class members may earn points towards a negotiated class reward and teachers may use their own motivational and reward measures

#### **When reprimanding a child, it is expected the staff member will:**

- know the child; reprimands should be appropriate to the age, character and understanding of the individual child
- be clear and specific when discussing with the child their inappropriate behaviour, giving them clear ideas on alternative types of behaviour
- where possible avoid blanket, whole class reprimands
- encourage the child/children to reflect on their behaviour and the consequences of it
- consider how and when to speak to a child; it is usually better to speak to the child away from their peers
- be clear and specific about the facts and the points you wish to make; give the child the opportunity to explain their point of view; listen and respond appropriately
- make sure the children are clear that it is the inappropriate behaviour that is unacceptable, **not** the child
- not humiliate a child with reprimands
- not use emotive inappropriate terms e.g. 'idiot', 'stupid'
- if necessary, sanctions may be implemented i.e. the withdrawal of privileges such as break time or participation in sporting fixtures

Staff should be aware of the way any reprimand is delivered. A firm and assertive tone is more effective than a shouted reaction. The occasional raised voice when the child/class are normally quiet is more effective, if used appropriately.

If persistent behavioural issues arise then a Positive Behaviour Record will be set up with the child, class teacher and parent. No more than three specific targets are set and then comments on how these have been met, is recorded each day by the class teacher. At the end of the week the class teacher and child will discuss what progress has been made to achieving the targets, the record is signed by one of the Joint Head Teachers and sent home for parents to sign too. The Positive Behaviour Record will start each week, until the targets have been met.

### **Exclusion**

The exclusion of a pupil at St Teresa's is a last resort and the decision would not be undertaken lightly. Suspensions and exclusions are exclusively the responsibility of the Joint Head Teachers and Governors. The Joint Head Teachers may only suspend for one day without Governors consent. This ensures that the Joint Head Teachers will have sufficient opportunity to check the facts, consult with the chair of Governors and colleagues and take other advice if necessary, so that the case has received every proper consideration. Parents would be contacted and advised of the situation as soon as possible. In the event of a child being excluded from the school, parents have the right to appeal to the Chair of Governors. They should write to the Chair of Governors setting out their case and the matter will be handled as a formal complaint according to the procedures set out in the Complaints Policy.

### **Special Educational Needs**

Some children have particular emotional and behavioural needs that require special assessment and programmes. Where necessary we seek support from outside agencies e.g. Educational Psychologists, Occupational Therapists and others.

### **Strategies for individual pupils with special needs**

Behaviour and social targets can be set. Targets should be understood by the child, parent and teacher. Targets should be specific and achievable by the child. Parental support and interest should be enlisted. Further support and guidance is available from the SENCo. Targets and achievement will be recorded on our Positive Behaviour Record.

### **The Use of Force**

#### **Reasonable force (physical contact) may only be used to prevent a pupil from:**

- harming themselves or others
- committing a criminal offence

#### **For example:**

- if a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is running in school in a way in which they might have or cause an accident likely to injure themselves or others
- a pupil absconds from a class or tries to leave school

- a pupil with special educational needs does not react appropriately to expected routine – extra leeway should be afforded to these pupils
- causing damage to property
- a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among its pupils, whether that behaviour occurs in a classroom or elsewhere e.g. a pupil persistently refuses to obey an order to leave a classroom or a pupil is behaving in a way that is seriously disrupting a lesson.

### **Who can use force?**

All staff members can use reasonable force to control or restrain a pupil only in the above instances. The need to use force can be reduced by managing the pupil effectively and thereby reducing opportunities for conflict.

### **Practical points to consider:**

- it is essential that the teacher brings a calm and measured approach to any situation when dealing with inappropriate behaviour; the teacher should never give the impression they have lost their temper or are acting out of anger or frustration
- before intervening physically, the teacher should tell the pupil to stop misbehaving and make it clear what will happen if he or she does not

### **The application of restraint:**

Physical intervention can take several forms:

- physically interposing between pupils
- blocking a pupil's path
- holding
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- in exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary reasonable action, for example to prevent a pupil running off a pavement on to a road
- Parents would be informed on the same day of the incident or as soon as practical.

### **When using physical restraint staff will NOT:**

- hold a pupil around the neck, or by the collar, or in any way that might restrict breathing
- slap, punch or kick a pupil
- twist or force limbs against a joint
- trip up a pupil
- hold a pupil by the hair or ear
- hold a pupil face down on the ground
- touch or hold a pupil in a way that might be considered indecent (see also: Safeguarding policy)

Parents will be informed, on the same day, that force has been required to restrain their child and will have the opportunity to discuss the matter with the Joint Head Teachers. A record of physical intervention is kept in The Discipline Folder in the Joint Head Teachers' office. A separate folder for recording physical intervention within EYFS is kept in the filing cabinet by the Head of EYFS.

## **Partnership with Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will not be tolerated and will be reported immediately to the Joint Head Teachers who will take appropriate action.

If the school has to use reasonable sanctions, parents would be expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. The Joint Head Teachers may then be involved and if these discussions cannot resolve the problem, a complaint can be made.

Parents have responsibilities which contribute towards the good conduct of their children. These include ensuring:

- regular attendance and punctuality
- their child has suitable clothing
- their child has a suitable breakfast
- their child has with them any books or equipment they need for their work
- that homework is properly completed on time and actively encourage and reward progress

Parents should also encourage their child to participate fully and positively in their day-to-day school work and in the wider life of the school and reinforce the school's efforts at home. Parents are encouraged to keep in contact with the school beyond the formally organised parents' evenings.

## **Bullying**

Bullying is a serious form of misbehaviour which can make a pupil's life unhappy, hinder academic progress and lead to other problems. It is behaviour that may be repeated over time and intentionally hurts another pupil or group physically or emotionally and can be motivated by prejudice. Please refer to the school's Anti-Bullying Policy for further information.

## **EYFS and Wraparound**

Pupils and staff in these areas of the school are expected to uphold the procedures and expectations of this policy. In the EYFS particular care is to be taken when managing children's behaviour, taking into account their age and stage of development. In EYFS children are usually within sight and hearing of an adult, and always within sight or hearing.

# St Teresa's School Pathways for concerns

