

St Thomas More Catholic Primary School

Behaviour, Relationship and Anti-Bullying Policy (incl. Exclusion)

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 children 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Introduction

At St Thomas More Catholic Primary School, our Behaviour, Relationship and Anti-Bullying Policy reflects our strong belief that all children have entitlement to a broad and varied education and experiences in a caring and safe environment, which reflects the values and beliefs of our Catholic faith. We see ourselves as a loving, supportive and happy community following Christ's way, educating children and adults to develop their talents and share them for the good of others. We believe that, together with parents, we are at the foundations of our children's future.

One of the school's aims is to nurture, in all our children, self-confidence combined with sensitivity and respect towards others, through an understanding of rights and responsibilities. Therefore, we expect all members of the school community to celebrate children's success and achievements, to recognise the importance of positive shared values about behaviour and to recognise that all behaviour is a form of communication. Challenging behaviour may be a reaction to difficulties and an attempt for the individual to control a situation or communicate distress or frustration. The effects of traumatic experiences can have a significant effect on children's ability to achieve in school, trauma can decrease cognitive ability, increase risky behaviours and impair mental health which all interfere with a child's emotional, social and academic progress. As professionals working in a mutually supportive partnership with families we must seek to understand the children's behaviours in the wider context of the individual, their experiences, their difficulties and their response to their environment at school and at home. Creating a welcoming, socially engaging educational environment provides physical and emotional security and supports children, enabling formation of strong relationships so that children feel connected and understood.

The school sets out the framework for the behaviour, responsibilities, values and attitudes of our children within a restorative justice philosophy. Restorative justice strategies aim to repair and strengthen relationships within the school. The school embraces restorative justice as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible children. Effective restorative justice fosters awareness of how others have been affected by inappropriate behaviour. This is implemented by actively engaging participants in a process, which separates the deed from the doer. This allows participants to make amends for the harm caused. Restorative justice acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Key Principles of our Behaviour, Relationship and Anti-Bullying Policy

- To raise self-esteem and improve relationship skills.
- To promote/develop empathy and respect for self and others
- To develop self-regulation, resilience, a sense of self-discipline and an acceptance of responsibility for their own actions
- To encourage children to value the school environment and its routines
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised and that all behaviour is a form of communication.
- To work within a positive, proactive reflective approach to behaviour for learning
- To ensure that the school's approach to behaviour and well-being is fully understood by children, parents, carers and staff
- To ensure the rights and responsibilities of all members of the school community are upheld and valued

Support Systems for staff

The school will support all adults working with children to ensure they are safe and that they have a clear understanding and knowledge of the school's working practices. It is school practice to discuss and resolve behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs.

DFE Guidelines have been taken into consideration in the formation of this policy. It should be read in conjunction with the Special Educational Needs Policy, Well Being Policy, Personal Social Health Education Policy, Safeguarding & Child Protection and the Policy for Teaching and Learning to establish the general ethos of the school.

Aims

- To ensure effective relationships between children, child and teacher and their environment through development of emotional intelligence and communication skills.
- To develop a school wide understanding of trauma and address its impact on academic and personal success.
- To ensure all children have access to emotionally available adults.

- To ensure appropriate behaviour and language throughout the school
- To implement a value and reward behaviour policy that maximises learning
- To set attainable targets for behaviour, based on individual circumstances
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and support any pupils who display negative behaviours by using restorative practice and discussion
- To ensure a safe, caring and happy school which provides social engagement so all children feel connected and understood
- To promote good citizenship and self-discipline
- To ensure children are provided with a culture of physical and emotional security within a positive and responsive school environment.
- To prevent bullying

DfE definition of bullying

“There is no legal definition of bullying.”

However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the Diocese, LEA, governors, parents and carers.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, children and governors, work towards the school aims by:

- Implementing the behaviour and anti-bullying policy consistently and modelling positive behaviour
- Supporting the development of emotional regulation and the skills to build relationships
- Providing a well ordered environment in which all are aware of behavioural expectations
- Providing a personalised approach to the specific behavioural needs of particular children with the support of a Pupil Action Plan
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other

Rules & Responsibilities

Parents are expected to support their child in adhering to the school rules and policy and discuss any behavioural concerns with the school.

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move quietly around the school
- Use calming self regulation strategies wither independently or with guided support when things are difficult
- To ask for help with negative feelings or emotions when needed
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

All the rules have been devised over a period of time after various discussions with the children, to hear their opinions. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted.

Our Golden Rules

Our Golden Rules, clearly displayed in each classroom, are as follows:

- Listen to all adults working in the school
- Be gentle, kind and polite: keep hands, feet and unkind words to yourself
- Value people's belongings: respect the school and other people's property
- Be honest, tell the truth

Rewards

Positive behaviour will be rewarded with:

House Points

All the children join one of four houses when they start school. They can get house points for a variety of achievements including good work, greater effort or being helpful. House points are collected at the end of the week and the weekly winning house is announced in a whole school assembly on a Friday morning. At the end of a year the successful house is awarded the house shield.

Merit awards

Every Friday one child from each class is awarded the merit award for a variety of achievements. It is presented in assembly with the teachers giving the reason for the award. The child wears a badge presented to them in assembly for a week and they take the certificate home.

Attendance certificate

At the end of each term those children who have achieved 100% attendance receive a certificate. Those children who achieve 100% attendance over a year receive a special certificate.

Head Teacher's award

At the end of the term up to two children from each class may be chosen for special head teacher certificates. These can be awarded for a variety of reasons.

Catch Me Cards

Children are rewarded for good manners around the school with a 'catch me card' raffle ticket, which is collected in a box for a raffle at Friday's assembly. The winning child receives a voucher for the tuck shop.

Midday Meal Supervisor Catch Me Cards

Children are rewarded for showing good manners and for being polite and kind during lunch times.

Sanctions

Positive reinforcement and praise will be used at all times. Should children not conform to the agreed rules, the following sanctions will be applied.

Within the classroom

Each classroom has the golden rules displayed which the whole school shares, and the consequences should a child's behaviour be unacceptable. The consequences are as follows:

- If a child does not display good learning behaviour or treats others disrespectfully, they will be discretely reminded of the school's expectations
- If a child needs more than one reminder the teacher will discretely warn the child that they will need to give up some of their own time to reflect on their behaviour or work on a solution to the problem
- Children will be offered help to calm down with a supporting adult through the use of Zones of regulation and/or restorative practice, if they are finding it difficult to make good choices
- If negative learning behaviour is a regular problem or if a child uses very unkind words or actions, they will have to reflect on their behaviour and work out a solution to the problem caused with their class teacher and/or head teacher and their parents
- A 4W form is to be used when children need to reflect upon their behaviour. This explores what happened, who was affected, how to make amends, who can help to do this. The dispensing of these forms is up to the discretion of the class teacher or behaviour lead at lunchtimes. A supporting adult will aid the child to discuss and reflect on their behaviour
- An orange slip could be given should the child break one of the Golden Rules. The child will take the orange slip to the office where it will be recorded. The child will take time out of their own time such as a play time to reflect on their behaviour. The parent/carer will

be informed verbally on the same day and a letter will also be sent home with the child as confirmation

RESPONDING TO UNACCEPTABLE BEHAVIOUR/SUPPORTING RELATIONAL DIFFICULTIES

Examples

Type of Incident	Type of Response (use natural consequences as far as possible)
Incident which disrupts learning.	Child uses some of break to catch up or to problem solve with teacher—considering strategies which could be used improve engagement in the next lesson.
Incident against another person—hurting with words (including speaking to others in a disrespectful way, controlling behaviour, racist comments) or with actions.	Emotion Coaching and restorative approaches (reflection and reparation).
Incident relating to property (damage, theft, not leaving as found).	Where possible – a natural reparation should be used e.g. cleaning up the mess, paying for replacement of item (parental involvement).
Incident relating to participation in a specific activity e.g. football at break time	Adults to work with children to resolve conflicts e.g. different demands on playground space. Limiting time for children who struggle to play by the rules and supporting them with this.

Internal Sanction

Following certain incidences or several re-occurrences of the same incident an internal sanction may be introduced; this will be decided by Senior Management. This could be for one lesson or a larger specified period of time where a child will work in an open but designated area of the school with appropriate work set. They will have access to a member of staff at all times and will be free to use necessary facilities including accessing school dinners/snacks and milk. Parents will be informed should this be necessary.

Positive Handling

In some circumstances, staff who are trained using the TEAM TEACH approach, may use positive handling techniques to prevent a child from causing disorder, hurting themselves, peers or staff, or causing damage to property. It will not be used as a form of punishment. Please refer to our Positive Handling policy.

Confiscation

Children who bring items into school that are harmful or detrimental to school discipline will be removed. These items will be returned to the parent after a discussion.

Child Support

The school recognises its legal duty under the Equality Act 201 to prevent children with protected characteristics from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child. The school's Special Educational Needs

Coordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

All children are supported by a nurturing, trauma informed, layered pastoral approach and where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, the inclusion team and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

SUPPORTING CHILDREN WITH SOCIAL, EMOTIONAL, MENTAL HEALTH NEEDS

Our universal offer and whole school approach to developing children emotional literacy and self-regulation is through the use of Zones of Regulation. Every classroom has access to this alongside a quiet area/safe space. Children are encouraged to reflect on their feelings and associated behaviours and are supported to manage this with greater independence as they progress through the school.

Some children may have persistent difficulties meeting behaviour expectations because of identified SEMH needs. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'.

Such children may require specific provision which is in addition to / different from most of their peers.

Such provision should be planned with the schools Special Educational Needs Co-ordinator and may include:

- Regulation times – access to a quiet area/sensory room, in class 'regulation station' (Busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific 'safe' places (e.g. tent)
- Anger management interventions – e.g use of Five Point Scale , Anger Gremlin CBT programme
- Support from EWT well-being service and/or ELSA
- Individual Short-Term Targets – written with child to address a specific issue and usually reviewed at the end of each lesson/break (not suitable for all)
- Therapeutic type activities with a key worker

Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the child in accordance with this policy and the Safeguarding and Child Protection Policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour and Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour at all times within the classroom.

They will:

- Create and maintain a safe, stimulating, environment that encourages children to be engaged
- Display the behaviour rules and refer to them throughout the day when necessary
- Develop a positive relationship with children which may include;
- Greeting children in the morning and around school by their names
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour at all times
- Following consistently Pupil Action Plans to support a child where necessary
- Dealing with low-level disruption consistently
- Using positive reinforcement consistently
- Concluding the day positively and starting the next day afresh

Exclusion

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and children
- Children in school are safe and happy
- Children do not become NEET (not in education, employment or training)

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and child referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude children:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Child Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded children
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Childs) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Childs) (Amendment) Regulations 2014

The decision to exclude

Only the Headteacher, or acting Headteacher, can exclude a child from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a child from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the child.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a child will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the child to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a child, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the child to give their version of events
- Consider if the child has special educational needs (SEN)

Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Roles and responsibilities

The Headteacher

Informing parents

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded child:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the child may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a child, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the child to identify the person they should report to on the first day
- Information regarding reintegration

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48

hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and the local authority

The Headteacher will immediately notify the governing board and the local authority of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a child
- Exclusions which would result in the child being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the child missing a public examination

For a permanent exclusion, if the child lives outside the local authority in which the school is located, the Headteacher will also immediately inform the child's 'home authority' of the exclusion and the reason(s) for it without delay. For permanent exclusions, the school is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

For all other exclusions, the Headteacher will notify the governing board once a term.

For further information regarding statutory guidance to a governing body considering the reinstatement of an excluded child, providing information to parents, school register and independent review panels, please refer to: [Exclusion from maintained schools, academies and pupil referral units in England](https://publishing.service.gov.uk/guidance/external-consultation/open-consultation-on-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england) (publishing.service.gov.uk)

Returning from a fixed-term exclusion

Following a fixed-term exclusion notification to parents, a re-integration meeting will be held involving the child (when appropriate), parents, and a member of senior staff. This will occur either at the start of the exclusion period or on the child's return depending on the situation and on what will be most beneficial for the child. The purpose of the reintegration meeting will be to discuss strategies and ways forward to support the child in staying successfully in school on their return, if a Pupil Action plan is in place any amendments will be discussed and agreed by parents, school and the child. The school will keep notes of the reintegration meeting with the notes on the exclusion.

The following measures may be implemented when a child returns from a fixed-term exclusion:

Procedures for providing children with opportunities to discuss appropriate behaviour

- Conferencing with teachers or a senior member of staff.
- A programme of personal social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility. (see PSHE policy)
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school.
- A programme of Religious Education which includes ethical issues. (see RE policy)
- Circle time – an opportunity for open discussion held in class groups at regular intervals.

- The agreement of a set of rules by each class at the beginning of the autumn term.

Liaison with parents

Parents are expected to inform the school of any changes in circumstances that may affect their child's behaviour. Parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'homework/school contact' book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home. The parent writes in it each evening and returns the book to school. It may be that when the behaviour improves the contact book can be reduced to a weekly contribution. A 'good behaviour' book is also effective. The teacher only records the good things that the child has done or achieved that day and makes no comment about the bad things.

A Pupil Action Plan may be implemented to support children who may have underlying needs that can influence or affect behaviour. This supportive plan is written with the child and agreed and shared with parents. The plan is available to all staff working closely with the child. It shares information on how to help a child, identifies any areas they may find difficult, how they may help themselves and details supportive strategies identified to promote positive behaviour.

Outside agencies

St Thomas More Catholic Primary School works closely with support external agencies to support children and family needs. Any worries about any child should be discussed with the Special Needs Co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion at an In-School Review, which takes place termly. Any outside agency will need information. Therefore, staff will document evidence of behaviour carefully so that it can be collected when required. Outside agencies include:

- Educational Psychologist
- Behaviour Support Service
- Teacher for Hearing Impaired
- Teacher for Visually Impaired
- Speech Therapist
- Physiotherapist
- Pre-School Advisor
- School Nurse
- Social Services
- Early Help

Dialogue with the Special Educational Needs Department and these outside agencies should include discussion around the appropriate nature of sanctions applied to those children with SEND and whether all reasonable adjustments have been made in line with the Equality Act 2010.

Monitoring

In the light of this policy the Senior Leadership Team will continually monitor the behaviour throughout the school.

Review Date: September 2022

Next Review Date: September 2023

