

# Belgrave St. Bartholomew's Academy

**Principal: Mrs K. Deaville**



## Behaviour and Exclusion Policy 2020

If you would like this translated in Urdu, please contact the school office.

آپ اردو ترجمہ میں یہ خط چاہتے ہیں تو، اسکول کے دفتر سے رابطہ کریں۔

# **BEHAVIOUR POLICY**

## **Rationale**

Belgrave St. Bartholomew's Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Behaviour management at Belgrave St. Bartholomew's Academy embeds our CHERISH values with an emphasis on respectful behaviour. Teachers and staff also ensure that their management of the classroom and the school environment encourages the pupils to follow these values, promoting a safe, secure and happy environment. Behaviour management is the responsibility of all staff at Belgrave St. Bartholomew's Academy.

## **Aims:**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners to have personal responsibility of their behaviour and be understand the consequences of it.
- To build a community that values humanity, respect, integrity and empathy for others.

## **Purpose:**

- To ensure a consistent approach across the school which pupils and staff are able to understand, explain and follow.

## **Dealing with negative behaviour:**

The school follows a process below when addressing behaviour that encourages the individual to take responsibility for their conduct. (See Appendix 1).

## **Recognition and rewards for effort:**

Pupils will have Golden Time each week, any pupils who have received a Step 4 or 5 will miss part of their Golden Time.

All staff within the school are able to reward pupils in many different ways for learners who go 'over and above' our standards. Such rewards can include DoJos, messages to parents, teacher stickers, praise pads, certificates, teacher prizes and postcards/texts home. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

*'It is not what you give but the way that you give it that counts.'*

## **EYFS**

In Reception, the 'Class Dojo's' system is used to promote good behaviour and independent learning. In both Nursery and Reception the pupils are given verbal praise, stickers and Class Dojo's are sent to parents to comment on their child's fantastic behaviour. Every week we recognise the pupil's achievements by performing a celebration assembly where the pupils receive awards for good behaviour, being kind, being a special helper and a star learner. Birthdays are also celebrated during these assemblies.

In both Nursery and Reception the pupils follow the 'Sunshine Award System'. If a child does not follow our school rules the pupil is given a verbal warning, then they are put onto the cloud. If the behaviour continues then they are given time out in the

classroom. Finally, if the behaviour persists they are taken to the Nursery or Reception (whichever is the parallel class), to allow the pupil to reflect on their behaviour.

### **Pupil Support Systems:**

All pupils are encouraged to talk to staff about any concerns they may have. Any concerns are recorded using CPOMS (software application for monitoring and recording incidents and information). and are dealt with in line with the Academy Safeguarding and Child Protection Policy. Weekly PSHE lessons are an opportunity for the class to discuss any concerns with their class teacher.

### **Bullying**

Bullying is when the same student is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same student who is subjected over and over again to mean and hurtful actions by others.

'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally' (Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education).

Bullying will not be accepted or condoned and all forms of bullying will be addressed within school. Any incidents will be referred to a team of staff (Rachel Coggan, Sarah McCann, Beverley Huson, Mark Taylor & Vickie Buckley) who have been specially trained to tackle bullying incidents, known as the 'Anti-Bullying Team'.

When a parent or pupil reports a case of bullying, the Anti-Bullying Team will decide if it is bullying, a conflict or a fight between pupils.

All cases that fulfil the criteria for bullying are dealt with in a systematic way and all pupils involved will be spoken to individually. After this, all those pupils who were involved in the bullying (not the victim) meet together as a group where they agree on how they will change their behaviour.

Support for the victim is also identified during their meeting with the Anti-Bullying Team. Follow up discussions with all pupils take place after an agreed amount of time to make sure that things are improving for the victim.

All adults at the school have received basic awareness training about bullying and will report any concerns to the Anti-Bullying Team.

All incidents, discussions and actions are logged by the Teachers/Teaching Assistants involved on CPOMS (software application for monitoring and recording incidents and information).

**Date:** January 2020

**Review Date:** January 2021

## Appendix 1

In some cases certain actions result in a Step 4 or 5 sanction, examples of these are below. A Step 4 may be issued in response to persistent minor infringements, with Step 5 being reserved for serious misconduct. Teachers will keep a running record using the Arbor system and parents will be informed accordingly.

In extreme circumstances a pupil may be excluded for a day, number of days or even permanently. Only the Principal of Belgrave St. Bartholomew's Academy can take the decision to exclude a pupil.

### Steps in behaviour:

When a pupil demonstrates a type of behaviour that is not adhering to the schools expectations, the following steps apply:

Step 1 – Redirection

Step 2 – Opportunity to change behaviour

Step 3 – Caution

Step 4 – Pupil's behaviour discussed with staff member and text message sent home

Step 5 – Pupil has a detention and message sent home

There will be some incidents/behaviours that require a Step 4 or Step 5 immediately. The criteria for these are:

#### Step 4:

- Refusing a reasonable request to work
- Teasing/Ridiculing another child
- Inappropriate use of language
- Hurting another child
- Persistent disobeying of class/school rules
- Homework not completed (KS2)
- Not reading at home 2 weeks in a row (KS2)
- Inappropriate use of iPads

#### Step 5:

- Rude to a member of staff
- Intentional physical violence
- Intended aggressive behaviour
- Deliberate damage to property
- Persistent disobeying of class/school rules following a Step 4
- Not reading at home for 3 weeks or more (KS2)
- Homework persistently not completed (KS2)

## **Appendix 2**

# **Exclusion Policy 2020**

### **Rationale**

This document deals with the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims; to ensure the safety and well-being of all members of the school community and to maintain an appropriate educational and happy environment in which all can learn and succeed.

### **Introduction**

Only the Principal of Belgrave St. Bartholomew's Academy can take the decision to exclude a pupil. Before any decision to exclude a pupil is made, witness statements from all parties will be gathered and recorded on CPOMS (Child Protection Online Monitoring System).

The decision to exclude a pupil will be taken in the following circumstances:-

- In response to a serious breach of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **The law allows for two types of exclusion:**

#### **Fixed period exclusions**

If a pupil has seriously broken school rules or allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils, they may be excluded for a fixed period of time (usually for one to five days), with a date set of when they can return to school.

Examples of this behaviour may include:

- Verbal and/or physical abuse to staff, pupils and/or members of the school community
- Indecent behaviour
- Damage to property
- Theft
- Threatened violence against another pupil or a member of staff
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful.

A pupil may be excluded for one or more fixed periods, up to a maximum of 45 days in a single academic year. For a fixed period exclusion of more than 5 school days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and their parents. Where the pupil is to be excluded, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Following exclusion parents are contacted immediately where possible. A letter will be issued to parents/carers/guardians, giving details of the exclusion and the date the exclusion ends. If a parent or carer wishes to discuss this letter with the Principal or a member of the Senior Leadership Team, they are welcome to make such an appointment via the school office.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Principal or a member of the Senior Leadership Team and other staff where appropriate.

## **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. If necessary, a series of fixed term exclusions can be made to allow time for all options to be explored and for an emergency review to be arranged. Only after all parties have agreed that all options have been discussed and exhausted, will the Principal take the decision to exclude permanently.

There are two instances where permanent exclusion may be considered:

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent, repeated and defiant misbehaviour as listed in the examples in the above 'fixed period' section.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. Such an offence might include a serious act of physical violence against a member of staff, pupil or member of the school community.

If the school feels that police involvement is necessary for specific and serious offences, this will be considered by the Principal and all parties involved.

Parents or carers will be notified of the exclusion immediately and will receive further details of reasons for the exclusion in writing.

## **Discipline and physical contact**

Teachers can not and will not punish pupils physically, but can physically restrain pupils using reasonable force where it is necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption (refer to school's 'Use of Force' policy).

## **Further Information**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.

The Principal must notify the Local Governing Committee and the Local Authority of a permanent exclusion, exclusions exceeding more than 5 days in a term and/or when it will result in the pupils missing a National Curriculum Test. For all other exclusions the Principal must notify the Governing Body and Local Authority once a term.

The Governing Body has a duty to consider parents' representations about any exclusion.

The Governing Body may delegate their functions with respect to the consideration of an exclusion decision to a designated sub-committee consisting of at least 3 governors.

The Governing Body must consider the reinstatement of an excluded pupil within 15 days of receiving the notice of the exclusion.

If requested by the parents, the Governing Body must consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if a pupil would be excluded from school for more than 5 school days, but not more than 15 in a single term.

**Date:** January 2020

**Review Date:** January 2021