

Belgrave St. Bartholomew's Academy

Principal: Mrs K. Deaville



Behaviour and Exclusion Policy 2021

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 AND EXCLUSION 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.

As a Church of England school we support all staff and pupils to value all of God's children. We recognise that when differences between pupils, particularly those related to identity or gender, are treated with respect and dignity the confidence of all pupils to feel safe, supported and welcomed in school flourishes. As a result, behaviour management at Belgrave St. Bartholomew's Academy embeds our C.H.E.R.I.S.H values with an emphasis on respectful behaviour. Staff are aware of the positive impact the school has on the social development of our children.

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.

Every child needs to feel that they belong, are respected and valued. We recognise that schools have children from a diverse range of backgrounds and family types. All teachers make their classrooms welcoming, safe and inclusive for every child and promote respectful relationships across the school community.

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 understand the consequences of it.
- To build a community that values humanity, respect, integrity and empathy for others regardless of their differences.

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). Any behaviour incidents are dealt with promptly and consistently. Staff respond to children's concerns so that our pupils feel that they are listened and responded to. Staff are aware that peer on peer abuse can take place between children, that this is a matter to be taken seriously and not passed off as 'banter' or 'part of growing up'. Our behaviour process and policy is supported by guidance from the EEF and support consistency and parental involvement.

Recognition for effort:

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

Staff throughout the school recognise the importance of recognising positive behaviour and practice. To support this, all staff will use Class DoJo as a way of recording positive feedback for pupils.

Staff, including the Senior Leadership Team will assist by personally recognising these pupils when they reach the following milestones in DoJos.

100 DoJos (Bronze Award) – Class Teacher
200 DoJos (Silver Award) – Assistant Principals
300 DoJos (Gold Award) – Vice Principals
400 DoJos (Platinum Award) – Principal

These numbers have been agreed by staff and SLT, taking into consideration additional DoJo's the children will receive for regular reading at home. For those children achieving 400 DoJo's. Rewards are given for children who consistently uphold the school values and promote a culture of positive behaviour across school. See below the rewards for Class Dojos:

Bronze Award- Bronze sticker and extra play.

Silver Award- Silver sticker and parental contact for Assistant Principals and prize from vending machine.

Gold Award- Gold sticker, parental contact from Vice Principals and Movie afternoon.

Platinum Award- Platinum sticker, parental contact from Principal and special end of year reward/activity.

All staff within the school are also able to recognise pupils in additional ways for learners who go 'over and above' our standards. Within classrooms, teachers use their professional judgement/preference in using their own methods of recognition. Although there are varied methods of recognition, our staff also understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

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, a stepped approach will be followed resulting in a 'timeout', to allow the pupil to reflect on their behaviour. See the behaviour escalation below:

Step 1- Eye contact/verbal warning.

Step 2- Opportunity to change behaviour and reminder of CHERISH values.

Step 3- Caution - final warning and reminder they will be moved to the rainbow.

Step 4- Visual movement to the rainbow and a 3-minute timeout. Parents informed of behaviour via Class Dojo.

Step 5- Visual movement to the cloud and a 5-minute timeout. Parents invited into school for a meeting about behaviour.

Pupil Support Systems:

All pupils are encouraged to talk to staff about any concerns they may have. Any concerns are recorded using CPOMS (Child Protection Online and Monitoring Safeguarding system) and are dealt with in line with the academy Child Protection and Safeguarding Policy. Weekly PSHE lessons are an opportunity for the class to discuss any concerns with their class teacher.

Bullying

Bullying behaviour will not be accepted or condoned. All forms of bullying behaviour will be addressed and dealt with quickly. For more information please see our Anti-Bullying Policy.

Recording of incidents

Step 4 and Step 5 incidents (see Appendix 1) are recorded and logged on Arbor. This enables the Senior Leadership Team to be aware of incidents that have taken place and report to governors on these. Arbor also enables the reporting staff member to inform parents/carers of an incident immediately, which they can then discuss in more detail at the end of the school day.

Incidents are tracked and monitored according to their category and nature of the incident which allows the Behaviour Lead to analyse the information and provide support where necessary.

Date: September 2021

Review Date: September 2022

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, 5 minutes removed from CHERISH time. Text/Phone contact with parents informing them of behaviour.
- Step 5 – Pupil's behaviour discussed with staff member, 10 minutes removed from CHERISH time. Formal meeting with parents to discuss behaviour.

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)
- Racist Incident – Intentional

Children who do not receive a Step 4/5 behaviour will earn 15 minutes CHERISH time during the week. Those children who do not will miss part or the full extra playtime. This is the time to explore the poor behaviour with the children and ensure they are reflecting on their poor behaviour. See below:

Step 4 Consequences: 5-minute discussion/detention about behaviour with class teacher/class TA using zones of regulation encouraging the children to reflect on their behaviour and the impact it has on others. Parents informed of poor behaviour.

Step 5 Consequence: Pupil has 10-minute discussion/detention and discussion about their behaviour. Parents informed of poor behaviour in formal meeting.

Appendix 2

Exclusion Policy 2021

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 and Monitoring Safeguarding 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.

