

# St Joseph's Catholic Primary School



## Behaviour and Suspension Policy

September 2023

## **Introduction**

Our Behaviour and Suspension Policy is rooted in our Mission Statement to live in the way Jesus wanted and to love one another as I have loved you. Our values of love, respect, honesty, justice forgiveness and hope underpin everything we do in school. We believe that it is important to always emphasise and praise positive behaviour.

We believe that children only flourish when they feel that they are respected and listened to by adults.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Mental Health and Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child-on-child Abuse Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

## **Intent**

We aim to:

- Develop a loving and nurturing environment where children are encouraged to reflect on their actions, listen to each other, respect each other's differences and forgive each other
- Know and understand each individual child
- Help our children to become independent learners and thinkers and be responsible for the consequences of their own actions

## **Implementation**

### **The responsibility of all staff:**

- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation
- To model and expect high standards of behaviour
- To offer children an exciting curriculum which inspires them to learn
- To ensure that work is matched to each child's level of learning
- To inform parents of their child's educational progress and their attitude to learning
- To encourage and reward effort and positive attitudes to learning and behaviour
- To follow the school policy and use rules, consequences and reward systems consistently
- To be particularly vigilant during ICT lessons to ensure appropriate, effective and safe pupil use. (See also the E-Safety Policy)
- To have self-discipline in emotional reactions to situations that arise
- To record incidents on CPOMS and to inform SLT of ongoing or serious incidents

### **The responsibility of the Headteacher:**

- Under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- To keep records of all reported serious incidents of misbehaviour.
- To take responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors and parents.

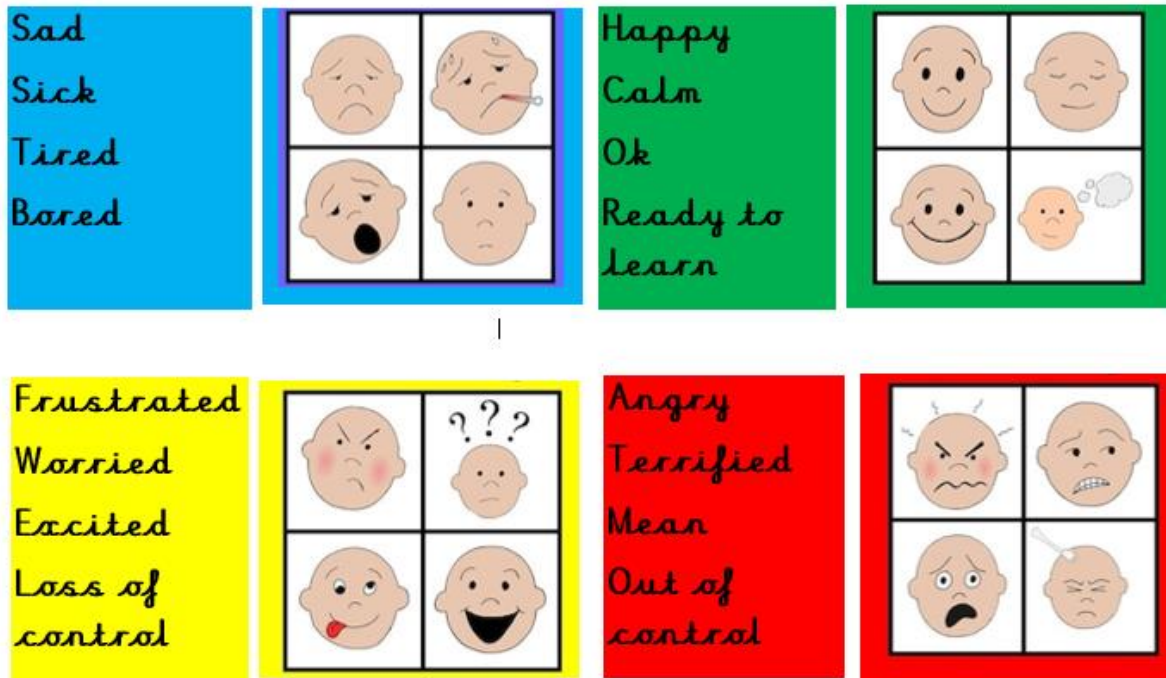
### **The responsibility of parents:**

- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school between 8.40 to 8:50 am and collected at 3.15pm.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage independence and self-discipline.
- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- To act as good role-models for their children.

## Zones of regulation

In order to support pupils with their emotional regulation, the school has implemented the 'zones of regulation' as a whole school approach. This provides a support system for pupils to use in order to understand and express how they are feeling to a member of staff so they can identify the cause of any concerns or issues which result in a change in behaviour or poor behaviour. The staff have prompt cards they can use with pupils who struggle to communicate how they feel and provide support through specific questioning such as 'I think you may be in the ... zone because I can see you are ...' or 'Do you feel you are in the ... zone right now?' Each classroom also has a zones of regulation display and these are referred to regularly to ensure pupils fully understand and engage with them so they can relate their own feelings and behaviour to each zone.

## Zones of Regulation



## School Rules

The school rules are shared and explained to pupils at an appropriate level to ensure everyone understands them. These school rules are displayed in classrooms and around school. They are referred to frequently and when a child receives a consequence for breaking one or more of the school rules.



### St Joseph's School Rules

We show respect to others and the environment.

We show that we are ready to learn.

We do as we are asked the first time.

We keep our hands and feet to ourselves.

We only use kind words.

## Rewards for positive behaviour

We believe that children will respond when good behaviour on the yard and in school is recognised. We always try to catch a child doing something positive before we use a consequence. We acknowledge children in many ways;

- Children receive dojos for good behaviour, working hard and having a good attitude to learning and showing our school values. Classes hold different types of rewards at the end of term to celebrate the number of dojo points awarded. Dojo certificates and awards for bronze, silver and gold are also awarded to pupils and these milestones motivate them
- Each week two children from each class will receive certificates. These certificates are given in 'Golden Book Assembly' each Friday.
- One child is nominated by staff every week to win the 'St. Joseph's Star Trophy' for outstanding behaviour within the school.

## Sanctions for poor behaviour

Consequences are given when a child breaks one or more of the school rules. Consequences are progressive and follow the behaviour chart below. If a child's name is on the behaviour chart then they can move back up the chart or be removed if their behaviour significantly improves however if they have reached detention or suspension they do need to have a letter issued (see further details below) and this consequence will remain. The behaviour chart is cleared each day. Pupils with SEND or additional needs will have appropriate amendments made to the behaviour policy. These will be shared and discussed between staff, parents and the SENDCO where appropriate.

### St Joseph's Behaviour Chart



First warning
Second warning
Detention (Low level unacceptable behaviour)
Suspension (Serious unacceptable behaviour)

A first warning is given when a child receives their first verbal reminder.

A second warning is given after a first verbal reminder. This may be given as a follow on from the first warning if the behaviour continues that the member of staff has already addressed with the pupil or if the pupil displays other behaviour which needs to be addressed.

A detention is given if the behaviour continues that a member of staff has already given two warnings for or if the pupil displays low-level unacceptable behaviour. If a detention is given, then a detention letter will be sent to parents/carers to inform them of this from the class teacher and a reply slip is returned back to the class teacher (please see appendix A). A detention may occur at break times or lunchtime and it is the staff member's decision which of these is most appropriate linked to the pupil's behaviour and staffing capacity. Behaviours which warrant a detention are:

#### Low-level unacceptable behaviour

##### **Detention**

- Low-level disruption in lesson which affects learning
- Refusal to complete work set
- Rudeness and poor attitude towards other pupils or staff
- Not following the school rules after two warnings are given

A suspension (internal or fixed-term) is given if the pupil displays any serious unacceptable behaviour. If a suspension is given, then a suspension letter will be given to parents/carers to inform them of this by the Headteacher (see appendix B). Behaviours which warrant suspension are:

#### Serious unacceptable behaviour

##### **Suspension**

- Ongoing refusal to follow the school rules
- Verbal abuse
- Any form of bullying
- Violence towards others
- Damage to school property
- Theft
- Possession of dangerous items
- Misuse of online technology
- Inappropriate sexual behaviour

Staff may decide to send pupils to a member of the Senior Leadership Team if they believe it is in the pupil's best interests if they are removed from the classroom environment. Pupils with continual low-level disruptive behaviour may also have their parents/carers invited to a meeting to discuss a behaviour plan.

Detentions and suspensions are recorded on CPOMs to log and track individual pupil behaviour.

Some incidents may warrant serious sanctions straight away and will therefore not follow this progression.

### **Foundation Stage**

Foundation Stage follow and use the same school rules however they adapt a different behaviour system which is more appropriate for their age and understanding. This consists of a sad cloud face, a sunshine happy face and a pot of gold. Pupils all start on the sunshine happy face each day. Depending on the type of behaviour and if prior warnings have been given by staff will decide whether a pupil needs to be moved onto the sad cloud face. If a pupil has demonstrated excellent behaviour they will be moved onto the pot of gold to receive rewards such as dojo points. Conversations with parents about pupil behaviour may also take place to ensure that school and home have open and honest communication about any behaviour concerns and how they can support each other to achieve the best outcomes.

Staff heavily model acceptable behaviour and guide interaction between peers to support pupils' personal development.



### **Rewards for positive behaviour**

The FS2 staff reward pupils with positive feedback and dojo points. The class have a 'dojo shop' where they can spend their dojo points, exchanging them for treats at the end of each week. The class also has a star of the day who sits on a chair rather than the carpet and a star of the week who receive a certificate.

### **Sanctions for poor behaviour**

If a child is moved onto the sad cloud face, they may be asked to sit for a 'time out' where they are encouraged to think about their behaviour and a member of staff will discuss with them what wrong choices they made, why they shouldn't behave in the way they did and what they should do instead. They will also have a dojo point removed. This may be repeated as required across the school day to ensure the child is kept safe and the other children in the classroom environment.

### **Physical Restraint**

All trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and for the least amount of time possible. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary and which restraint hold to use.

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents where there is 'serious unacceptable behaviour.'

Physical Restraint is recorded on CPOMS. If there is an injury to pupil or staff, the incident is recorded in the pupil first aid book and/or staff accident book with body maps completed where necessary.

The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited dangerous items which impose danger.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. All documents will be signed by the adults who witnessed the incident. After an instance of physical intervention, the pupil, when possible, will be debriefed to calm and reflect and parents/carers will be informed.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups and make reasonable adjustments.

12 members of staff were trained on 4<sup>th</sup> January 2022 on Level One Team Teach.

### **Permanent exclusion**

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE have published [Exclusions Guidance](#) (September 2017) and the school will refer to this guidance in any decision to exclude a child from school.

The decision to exclude a pupil will be made when there has been a serious or persistent breach of the behaviour policy and if the pupil was to remain in school it would harm the education and welfare of themselves and others in school.

Only the Headteacher has the power to exclude a child from school. The headteacher may suspend a child for one or more fixed periods. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. If further information has come to light, it is also possible for a further fixed-term suspension to be issued after the first period ends or a permanent exclusion may be issued, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The governing body will arrange for a panel of governors to consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling. Exclusion from the school on a temporary or permanent basis will be a last resort and will follow the Rotherham Local Authority Policy on exclusion.

### **Searching**

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of dangerous/banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of dangerous/banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

### **The power to discipline beyond the school gate**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal, bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.



## **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (Please refer to the school's Anti-Bullying Policy)

## **Staff training**

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with serious unacceptable behaviour and challenging behaviour through Team Teach training and support from external agencies.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

This policy will be reviewed annually and regularly monitored.

**Appendices**

**Appendix A**



**Detention letter**

Dear parents/carers,

I am writing to inform you that \_\_\_\_\_, has received a detention on \_\_\_\_\_ and missed his/her playtime/lunchtime as a result of his/her behaviour.

The reasons for the detention are set out below:

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If you would like to discuss this with me then please see me on drop off/pick up for a socially distanced conversation, send a message on class dojo or ring the school office and I will phone back at a time which is convenient.

Yours Sincerely,

Class teacher name: \_\_\_\_\_

Date: \_\_\_\_\_

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**Detention letter return slip**

Please return this slip back to school to confirm you have received this letter.

Name of child: \_\_\_\_\_

Name of parent/carer: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B

### Suspension letter

Dear \_\_\_\_\_,

I am writing to inform you of my decision to suspend \_\_\_\_\_ for the a fixed period of \_\_\_\_\_ on \_\_\_\_\_.

This means that \_\_\_\_\_ will not be in school during this period and will be set work to complete at home.

\_\_\_\_\_ is due to return back to school on \_\_\_\_\_. I would be grateful if you can come for a return to school meeting with \_\_\_\_\_ at 8.50am on this day.

I realise that this suspension may be upsetting for you and your family, but the decision to suspend \_\_\_\_\_ has not been taken lightly. \_\_\_\_\_ has been suspended due to:

\_\_\_\_\_

This has resulted in a serious breach of the school behaviour policy in place.

We have spoken to \_\_\_\_\_ about his/her behaviour to ensure he/she understands why he/she has received a suspension and what he/she can do to improve his/her behaviour in the future.

Please let me know if you wish to discuss this further.

Yours sincerely,

*C Williams*

Mrs Christie Williams  
**Headteacher**