St. Mary of the Angels Catholic Primary School

A Community of Faith and learning following Jesus in all we think, do and say.

Behaviour Policy

Policy approved by	Governing Body
Date of last review	October 2025
Date of next review	October 2026

St. Mary of the Angels Catholic Primary School exists to serve the local Catholic and wider community. We aim to create an environment where each person, regardless of race, religion, ability or family circumstance, feels valued and nurtured.

In our school community we follow Jesus' commandment
"Love one another as I have loved you" John 13:34

We aim to:

- Promote the understanding and practice of Catholic, Christian beliefs and values through prayer life, liturgy and worship
- Provide high quality education where all children will become lifelong learners and reach their full potential
- Provide a secure, joyful and supportive environment where children feel valued and safe so that they can fully express themselves as self-confident and resilient learners
- Develop in our children an understanding of their rights and responsibilities whilst showing respect and tolerance for each other's' differences
- Involve and value parents and carers in all aspects of their child's progress, behaviour, well-being and achievements

Introduction

- This document is a statement of the aims, principles and strategies for Behaviour at St. Mary of the Angels Catholic Primary School.

- As a recently amalgamated school, we have reviewed our Behaviour Policy and propose to adopt the former Our Lady of Dolours policy to ensure full compliance with changes as outlined in Suspension and Exclusion in maintained schools, academies and pupil referral units in England, and including pupil movement that came into force from August 2024.
- As part of the review, governors are asked to approve and support recommended implementation of this policy. Staff, parents and pupils will form part of the process of review as appropriate. Senior Leadership of the school have liaised on developing this policy as a draft.

- The Department of Education (DfE) reviewed statutory guidance on school exclusions in August 2024 – see this advice as hyperlinked above.

This policy is closely guided by and linked to the following DfE documentation:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2024)
- Suspension and Exclusion in maintained schools, academies and pupil referral units in England, and including pupil movement (2024)

See page 19 of this policy for information of relevant legislation, statutory guidance and useful web links

AIMS

Our aim is that all children will:

- Stay **SAFE**, effectively **LEARN** and show **RESPECT** with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards their roles in society.
- Achieve their full potential.
- Take a pride and responsible interest in caring for their environment.
- Reflect on making the right choices.

Principles

- Every child has the right to learn and no child has the right to disrupt the learning of others.

- Every child has the right to remain safe physically and emotionally when in school, any other person does not have the right to compromise any persons personal safety and well-being (links to the Anti Bullying Policy).

- The establishment of a shared ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work most importantly between home and school. The school welcomes and encourages the involvement of parents, parish members, governors, LA and others in the community.

- Children are held at the core of this policy, evoking children's rights and encouraging children to take responsibility for their own actions.

Responsibilities

All members of the school community (teaching and support staff, parents, pupils and governors) work towards the school's aims by:

- Agreeing to and upholding the School's published annual Statement of Behaviour Principles which are agreed by the governors and stakeholders.
- Valuing each other as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and including careful consideration of those whose personal circumstances fall within the criteria of the nine protected characteristics; as laid out in the school's published Equality Policy.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Challenging all conduct involving bullying, harassment, racist or sexual comments.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking a pride in, the physical environment of the school.
- Working as a team, supporting and encouraging one another.
- Being responsible for oneself.

The Management team (Governors, Head Teacher and Senior Staff) work towards the school's aims by

- Taking a lead in the establishment of a positive, Christian school ethos.
- Taking responsibility for devising and implementing teaching and learning policies which acknowledges its influences on pupils' behaviour and motivation.
- Monitoring and reviewing behaviour throughout the school via a whole school reporting system (CPOMs), evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and monitoring attendance and punctuality and responding firmly when either is poor through the intervention of the local authority Early Help referral intervention.
- Recording and reporting incidents of all misconduct (CPOMs system to be used to record ALL incidents of misconduct)
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.
- Encouraging community use of school facilities to increase local involvement and commitment.

Staff work towards the school's aims by

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous.
- Being good role models - punctual, respectful towards others, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively with a shared philosophy and commonality of practice to ensure consistant approach in line with this policy.

Pupils work toward the school's aims by

- Attending school regularly.
- Following the school's Golden Rules (see appendices) and Statement of Behaviour Principles
- Being punctual and ready to begin lessons on time.
- Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently.
- Taking growing responsibility for their environment and for their own learning and conduct.
- Behaving within the framework of staying safe, being a learner and showing respect.
- Complying with the school's Home School Agreement

Parents work toward the school's aims by

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time).
- Pledging their commitment to the school by signing a Home School Agreement when their child starts school.
- Providing prompt telephone calls/messages, emails and notes to explain all absences using school systems.
- Support for the Behaviour Policy within the school and for the expectations outlined within it.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by giving due importance to homework, listening to their child read and assisting in learning of tables and spellings, supporting school events such as class assemblies, school Masses and community events.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school e.g., Mini Vinnies, Caritas Ambassadors, School Councillors, House Captains, etc.
- Encouraging their children to accept responsibility for their conduct at all times in line with this policy and which is outlined in the Home School Agreement.
- Listening to school staff's concerns; sometimes being part of difficult discussions between Home and School – supporting the school in the implementation of this policy.

PROCEDURES

Procedures for ensuring involvement of all members of the school community include:

- Regular meetings of representatives of teaching and support staff to review behaviour issues as and when appropriate.

- Annual questionnaires for pupils and parents to seek their views.
- A planned programme of continuing professional development for teachers, support staff and administrative staff linked closely to the Performance Management cycle and the School Development Plan.
- Governor training, both centrally provided and in-school.
- Frank and open debate about behaviour at governors' meetings.

Procedures for developing good partnership with parents include:

- Regular informal contact with teachers who are accessible to parents before (if possible) and after school (after school is recommended contact with teachers for non-emergency cases to minimise disruption to morning lesson preparation and pupils' learning).
- An open-door surgery on a Thursday between 3.30 and 4pm for parents to have more detailed discussions.
- At least one member of the Senior Leadership Team is on the school gate in the morning and afternoon, parents can escalate concerns to this staff member if appropriate – **parents are encouraged to speak to their child's class teacher in the first instance unless deemed more serious.**
- Class assemblies/class Mass to which parents of the class are invited.
- School Mass to which all parents are invited.
- Good communication channels including website updates, School Newsletters, termly curriculum and RE newsletters from the school.
- Termly parent's evenings.
- A programme of parent's workshops, school performances etc.
- An induction programme for parents whose children enter the Foundation Stage.
- New parents to the school will be encouraged to read this policy and Statement of Behaviour Principles.
- Welcoming parents into the classroom wherever possible to offer support with reading for example and for demonstrations or discussions (such as bathing a baby).
- Welcoming other parental contributions such as organising resources, accompanying educational visits and helping with extra-curricular activities.
- A clear policy for children with special educational needs.
- A procedure for the monitoring of homework and parental support with reading, involving a reading record book where teachers and carers can make written comments about the child' progress in reading and a homework book/folder in which teachers marking and comments help to inform parents of their child's progress and attainment.
- Parents to commit to the aims of the Home School Agreement.

Procedures for providing children with opportunities to discuss appropriate behaviour include

- A School Council of pupil and staff representatives which meets every fortnight.
- A programme of Personal, Social and Health Education which includes work on relationships and feelings and is designed to promote mutual respect, self-discipline, social responsibility (see Policy for Education in Personal Relationships and SMSC Policy).
- To participate in the facilitation of Rights Respecting Schools Programme.
- Reference to the schools 'Golden Rules' which is underpinned by **SLR** (staying **SAFE**, being a **LEARNER** and showing **RESPECT**) in discussions about desirable and undesirable behaviour and when dealing with incidents e.g. in the classroom, playground, dinner hall etc.
- The 'Come and See' programme of Catholic Religious Education which includes ethical and moral issues (see RE Policy).
- Opportunities for class discussion about behaviour as and when necessary.
- The compilation of a set of class rules by each class at the beginning of the Autumn term.
- To reflect on the fundamental British Values.

Procedures for promoting desirable behaviour include

- All staff acting as role models and using and applying this policy consistently.
- Staff offering guidance to children using positive language.
- The provision of a curriculum designed to stretch and engage each child.
- Classroom organisation which facilitates independent working.
- To encourage and raise the profile of children who act as positive role models.
- Collaborative work within classes and across year groups which helps to develop good relationships.
- A merit award system involving the distribution of stickers and other rewards for good work and behaviour at the weekly school assemblies (e.g. Pupil of the Week Certificates).
- Incentive to reward through effective use of House Points.
- Twice a term, year 6 students buddy with classes down the school to act as role models to other children.

Procedures for eliminating undesirable behaviour include

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and support staff.
- A schedule of sanctions for undesirable behaviour – **all staff to be clear on this and follow without exception**
- Effective supervision of pupils at all times.
- Rapid and stringent challenge to incidents of bullying and racial or sexual harassment – record on the school CPOMs system and refer to Child Protection Officer/s.
- A readiness to tackle persistent behavioural problems through the special needs procedure (see Special Needs Policy), communicating with SENCo.

Procedures for promoting care of the physical environment include

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self-esteem.
- Involvement of children, parents, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment.
- The commitment of PSA funds to develop the school environment.
- A variety of security measures including entry phone system at both school gates and the main entrance to the school and CCTV camera at the main gate.
- Display SLR logo throughout the school and enhance the 'Golden Rules'.

Evidence of the effectiveness of this policy include

- The school functions to support children staying **SAFE**, being **LEARNERS** and showing **RESPECT**.
- Pupils understand what is expected of them and have the opportunity to discuss behavioural issues as and when they occur both formally (e.g. school council) and informally.
- Effective school council as a pupil voice.
- Children develop positive self-esteem, self-confidence, and self-discipline.
- Children take responsibility for their own actions, appropriate to their age and maturity.
- Children rejoice in the accomplishments of others.

Appendices

1. **Golden Rules**
2. **Principles of SAFE, LEARN AND RESPECT (SLR)**
3. **Home/School Agreement**
4. **Statement of Behaviour Principles**
5. **Reflection Sheets**

6. **Merit award system, schedule of sanctions and guidelines for responding to behavioural issues**

St. Mary of the Angels Catholic Primary School
Our Golden Rules

These rules are used throughout the school and we believe they help all in our school community to follow Jesus' commandment 'Love one another as I have loved you'.

We keep ourselves and others safe:

- We play safely with others
- We look after our school property
- We keep ourselves and others safe as we move around the school
- We use 'gentle hands' at all times

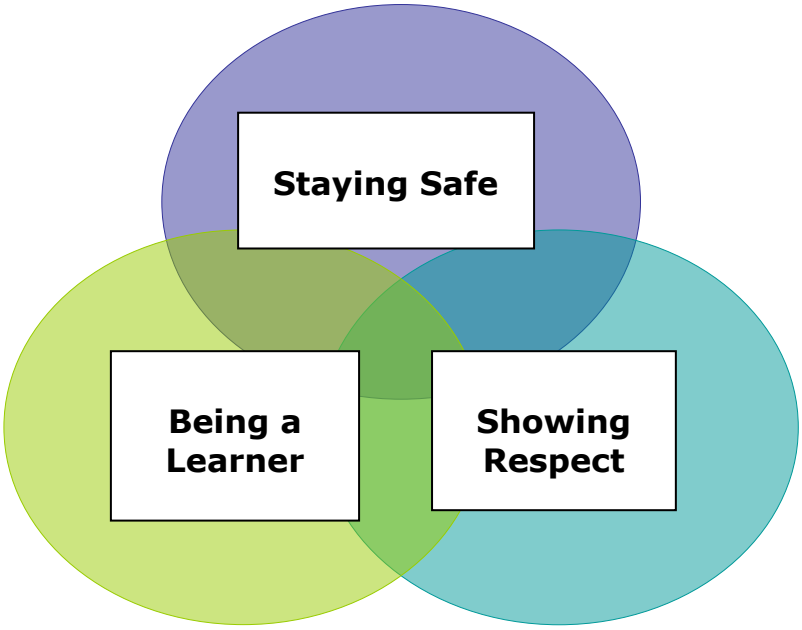
We have good learning behaviours:

- We are always prepared to learn
- We are able to make good choices
- We give full effort in all that we do
- We respect that others want to learn

We show respect to others:

- We think of other people's feelings
- We listen to others respectfully
- We are truthful and honest to others
- We act kindly towards each other

Appendix
2



See above the three principles of Staying Safe, Being and Learner and Showing Respect

All three used in conjunction will support pupils to ensure they remain within the expected codes of behaviour

Adults should hold these three principles at the core of their discussion in regard to behaviour e.g.

How will you ensure you and others can stay SAFE?

Are you showing that you are being a 'LEARNER' through negative behaviour?

How will you gain RESPECT from others if you do not show RESPECT?

Appendix 3

St. Mary of the Angels Catholic Primary School

Home-School Agreement

Person/s Responsible:
Headteacher: Mrs Alley
Deputy Headteacher: Mrs Hough

At St. Mary of the Angels Catholic Primary School we believe that children will learn best if parents know, understand and agree with the aims and ethos of the school.

This agreement is to help the school and the parents to work in partnership in order to support the children's learning.

As a Parent/Carer at SMA School I will:

- **Ensure that my child attends school regularly, on time and is suitably equipped**
- **Ensure that my child is collected promptly at the end of the school day**
- **Inform school of any illness/medical absence by telephoning, texting or emailing in the morning**
- **Not take my child out of school for any reason other than illness, unless previously agreed by the head teacher**
- **Support the Christian values, ethos and mission of the school community**
- **Support the school's policies, school rules and guidelines for behaviour**
- **Support my child with homework tasks and ensure homework is returned at the agreed time**
- **Attend parent evenings and discussions about my child's progress**
- **Encourage my child to be kind and considerate towards others**
- **Talk to my child about their experiences in school and encourage them to do their best**
- **Support my child with their school work at home**
- **Name all my child's equipment**

Signed:

Parent/Carer

Parents that do not meet the expected requirements will be asked to meet with School Leadership.

St. Mary of the Angels Catholic Primary School

Home-School Agreement

As a pupil at SMA School, I will:

●Come to school regularly and on time
●Always work as hard as I can, to the best of my ability
●Wear the correct school uniform, with pride, and bring the equipment I need, including PE and swimming kit
●Follow the school golden rules and treat everyone with respect
●Treat school property with respect
●Think for myself and take responsibility for my actions
●Behave sensibly, inside and outside of school, so as to keep everyone safe and happy in school
●Share my feelings honestly and politely and show consideration for others

Name of child (printed):

Signed:

The School will:

●Provide a friendly welcome to your child and ensure a safe and secure Christian environment in which to learn
●Ensure that your child is valued for who he/she is and helped to make good progress in all areas of their education
●Treat your child with dignity and respect
●Provide the best education with enthusiastic teaching which is rooted in our beliefs, our values and our ethos
●Provide information about your child's progress and provide opportunities to speak to teachers
●Keep you well informed about school activities through the school website, text messages, letters and newsletters
●Contact you promptly if there is a problem with your child's attendance, behaviour, work, health or if the school has any other concerns
●We will challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do
●Not tolerate bullying, whether it is physical, verbal, emotional or cyber and challenges will be made in a timely manner

Headteacher:
Signed:

Parents/Carers must ensure pupils' uniform is correct:

BOYS:
Winter: Pale blue long-sleeved school shirt, school tie, grey school trousers, navy blue school hat, plain navy blue/grey scarf and gloves.

Summer - Pale blue short-sleeved school shirt, school tie, grey school shorts, navy blue school cap/sun hat.

White/grey/navy blue socks
Plain black school shoes
Navy blue 'V' neck pullover
Navy blue blazer/coat

Boys Haircuts
•Boys are encouraged to wear traditional hair styles. No 'tracks' or 'Mohican' styles are allowed.

GIRLS:
Winter - Grey pinafore school dress or skirt, pale blue long-sleeved school shirt and school tie, navy blue school hat, plain navy blue/grey scarf and gloves.

Summer - Light blue and white gingham/check school dress, navy blue school cap/sun hat.

White/grey/navy blue socks or plain navy blue/grey tights
Plain black school shoes
Navy blue school cardigan or 'V' neck pullover
Navy blue blazer/coat

Girls Haircuts and Hair Accessories:
•Girls are encouraged to wear traditional hair styles.
•Hair accessories should be in keeping with school colour of Navy
- Children with long hair should wear it tied back.

•Hair accessories should be discreet and ideally in school colours.

PE Kit (Boys and Girls):
Navy blue school PE shirt and sweatshirt and plain navy blue tracksuit bottoms (navy blue PE shorts in summer). Plain black plimsolls or trainers. White/grey/navy blue socks. Pupils must wear their PE uniform to school on the days they have PE.

Jewellery:
•Children should not wear jewellery to school.
•Small studs may be worn in pierced ears. Jewellery of religious or medical significance is permitted.
•The school will not accept liability for any injury or loss that may occur from a child wearing any jewellery.

Foundation Stage (Nursery and Reception) Pupils:
Navy blue school sweatshirt and track suit bottoms (shorts in summer) and yellow school polo shirt. Plain black school shoes. white/grey/navy blue socks.

St. Mary of the Angels Catholic Primary School
Statement of Behaviour Principles

This statement is to be used in conjunction with the school Behaviour Policy and Home School Agreement. This statement is reviewed and approved annually by the Governing Board. Governors and staff are committed to creating an environment: based on Gospel Values and our school Mission Statement, where everyone is treated with fairness, love and respect, that all pupils can work, play and express themselves fully and are cared for and are encouraged to develop to their full potential.

This Statement is to be reviewed by the Full Governing Board in December 2025

Our principles are that:

Staff and pupils will be polite; respectful and caring towards each other at all times to convey the ethos and mission of our school

Any form of discrimination or bullying will be immediately challenged and addressed promptly as laid out in our school policies

Staff and the governing board will provide opportunities for pupils to take responsibility and be involved in decision-making

Expectations of behaviour and learning of all staff, parents and pupils will be explicit and consistent

Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated

Staff will be empowered to take prompt and effective action when pupils behave inappropriately as set out in the schools Behaviour Policy

The school will work in partnership with home and external agencies to ensure every pupil behaves responsibly and has the opportunity to achieve their full potential

There is an expectation that parents will be supportive to the school in its Mission and will foster and nurture in their child: a true love, care and respect for their neighbour

Reflection Sheet KS1

Have you followed our school's Golden Rules?

Name: _____ Class: _____ Date: _____

1) What I did?

_____

_____

_____

2) What Golden Rule did I break?

_____

_____

3) How did it make others feel?





4) How can I make a better choice?

_____

_____

_____

Student: _____

Teacher: _____

Reflection Sheet KS2

You have made choices which have caused you to need to reflect on our school's Golden Rules.

Name: _____ Class: _____ Date: _____

1) What was my behaviour?

_____

_____

_____

2)What Golden Rule did I break?

_____

3 _____

_____

_____

_____

4)How did my behaviour affect others?

_____

_____

_____

5)Next time I will make a better choice by:

_____

_____

_____

6)Do I need to apologise to anyone? If so, to who and why?

_____

_____

_____

Student: _____

Teacher: _____

Appendix 6

Merit award system, schedule of sanctions and guidelines for responding to behavioural issues

We believe concerns about behaviour are best resolved when home and school work closely together. Therefore parents should be informed of these concerns at an early stage so that teachers, pupils and parents can work together.

Merit award system

Our rewards system offers consistency yet is flexible as it can incorporate a wide range of rewards which are awarded for evidence of positive behaviour through; staying safe, being a learner and showing respect.

These include

- Receiving praise/rewards from the teacher
- Receiving praise/rewards from peers
- Receiving praise/rewards from the Headteacher

Rewards can include house points, stickers, stars and certificates

House point system

Each class is divided into four School 'Houses'

The system unites the same houses in different year groups developing a sense of cohesion and helps pupils develop a sense of team work.

At the end of each week the house points are counted up by members of the School Council and each class declares a 'House of the Week' which is shared at the whole school assembly on a Friday. At the end of each half term the house which has won the most weekly awards is given the St. Mary of the Angels Cup for the next half term.

Powers to discipline

Statutory advice from the Department of Education (Improving Behaviour in Schools, August 2024 – Advice for headteachers and School Staff)

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- The use of Home School Contracts (over and above Home School Agreements)

Sanctions are used for disobedience, use of bad language, racism, bullying, aggressive verbal and physical behaviour. They include:

- Admonishment given by the class teacher on a personal level using agreed terminology and language
- Being given a task to do to help 'build bridges'

- Playtime/lunchtime detentions - see reflection sheet task
- Removing a child from a class and sending to the Key Stage Manager or if sufficiently serious send to Deputy Head and thereafter Headteacher if necessary
- Setting targets to improve behaviour and writing a daily or weekly report to parents to inform them of progress towards targets – can be used as part of a Home School Contract
- Headteacher phoning parents to request they remove pupil from the school the same day for extremely disruptive or abusive behaviour – all requests for removal of pupil will proceed as suspension and will adhere to procedure as laid out by DfE guidance
- Fixed term suspension
- Permanent exclusion

In the incidence that a child needs to be removed from an area to ensure the safety of others see Policy for the use of force to control or restrain pupils

All pupils should receive a 'Fresh Start' each day whereby they are treated fairly and equally to their peers to support them in making good choices without preconception.

Whole School Behaviour Management will be categorised into three stages, they are as follows:

STAGE 1

- Child is reprimanded in class or playground by a member of staff. They will **receive a warning** for a breach of the school's Behaviour Policy which should be reflected in the classroom behaviour chart. A maximum of two warnings will be given before the pupil is referred to the Key Stage Coordinator.

- When the pupil is referred to Key Stage Coordinator an initial sanction could include removal from class for a short period of time (time out) or playtime detention. Children to be promptly returned to class to complete and discuss reflection sheet completed during detention.

- **The class teacher** is responsible for **recording incidents on CPOMs online system** and **should speak to parents at the end of the day** to let them know about their child's behavioral misconduct and breach of school policy.

- If a child has to be spoken to by the Key Stage Coordinator **two or more times**, then conduct will be deemed as a persistent breach. Persistent, disruptive behaviour will not be tolerated as it reduces other children's learning. Disruptive and or persistent breaches in behavior will be moved onto Stage 2 for effective behaviour management.

STAGE 2

- If breach of Behaviour Policy persists or is of a more serious nature e.g. a potential serious one off breach, then the child will be referred to the Assistant Head or Headteacher. The Assistant Head or Headteacher will decide on the seriousness of the breach of Behaviour Policy and will apply next steps and or punishment.

This could include:

  - An increased number of breaktime detentions outside SLT's Headteacher's office

  - In the case of ongoing and persistent breach of Behaviour policy, parents will receive a notification and asked to attend a meeting to discuss concerns and issues in regard to their child's behaviour.

- Behaviour Targets may be implemented at this stage or may be reviewed if already in use– liaising between parents and teachers to bring about a period of ongoing monitoring/liaison with parents, regular planned meetings with parents.

- Headteacher or Assistant Head may decide to place child on 'Daily CPOMs Report' (closer monitoring of behaviour). Parents will be informed immediately of the decision.

- Headteacher phoning parents to request they remove pupil from the school the same day for: disruptive, abusive, persistent breach or serious breach of the school's Behaviour Policy – this action will be guided by DfE Sept 2023 guidance and legislation as per DfE documents – see page 19 of this policy.

- External support sought from EP Service, School Councillor intervention, CAMHS, TBAP, Family School and or other external services as appropriate

STAGE 3

- If **persistent ongoing breaches** occur, pupils and their families will be referred to relevant external agencies for support – in an effort to support potential unmet needs of the child. The school will support parents and liaise with external interventions through processes in order to bring about change, over time, in pupil conduct and to support positive mind set and outcomes. Parents will be expected to support in this process.

- See Key Points (page 6 and 7) of DfE guidance Aug 2024 to ensure pupils and families are supported and safeguarded as per Equalities Act 2010 in respect of protected characteristics and that they are treated with respect and dignity at all times.

- With the agreement of parents, the school will seek support and advice from the local authority on facilitating a potential managed move with other schools; to support and bring about positive change in pupil going forward; if deemed appropriate.

- Persistent breaches or a one-off serious breach may result in fixed term suspension/s and or permanent exclusion as deemed appropriate by the Headteacher of the school

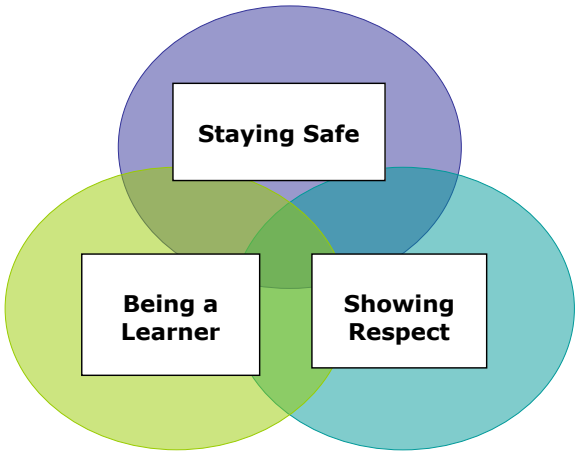
The Definitions for Serious Breach may include but is not exhaustive:

- Using physical violence or intimidation
- The threat of physical violence
- Racism
- Religious Intolerance
- Homophobia
- Theft
- Swearing
- Damaging property
- Graffiti
- E-safety violations
- Bullying including Cyber (in or out of school)
- Bringing a weapon into the school or threatening to bring a weapon to school

Please see Behaviour Management Flowchart to support implementation and understanding of stages.

St. Mary of the Angels Catholic Primary School
Behaviour Management Flowchart

The Golden Rules



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- Using physical violence or intimidation
- The threat of physical violence
- Racism
- Religious Intolerance
- Homophobia
- Theft
- Swearing
- Damaging property
- Graffiti
- E-safety violations
- Bullying including Cyber (in or out of school)
- Bringing a weapon into or threatening to bring a weapon to school.

If a child I am teaching is not following the Golden Rules I should:

STAGE 1

After two warnings in class a child receives a **consequence from the class teacher** for continuing to make the wrong choices. Class **teachers should record this incident on CPOMs** and **speak to parents at the end of the day** in person or on the telephone**. Key Stage Manager/Coordinators should be notified of persistent behaviour issues** to ensure appropriate actions are taken.

STAGE 2

For **persistent behaviour issues** that are deemed to be of a more serious nature the **child will be referred to a member of the Senior Leadership Team**, who will decide on and apply the further actions that are to be taken. Such as; placing the child on **behaviour targets, internal suspension** or **referring the child to external services** to support significant behaviour concerns e.g TBAP

STAGE 3

For **persistent and significant behaviour issues**, or a **one-off serious breach**, the child and their parent/carer will be asked to **meet with the Senior Leadership Team**, where the **Headteacher will decide the appropriate action** to bring about change in pupil conduct. Such as; **referring the child and/or their parent/carer to a relevant external agency** to support potential unmet needs of the child, **seek support and advice from the local authority to arrange a managed move to another school** or a **fixed term suspension or permanent exclusion.**

Guidance from the Department of Education (2024) states that the Headteacher of the school can exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.

After the period of suspension and once the pupil returns to school a clear set of targets and strategies for avoiding a repeat of the behaviour need to be agreed by the parents and the class teacher and Headteacher. These will be monitored closely by the Head and parents may be required to agree to a 'Parent Contract' to support their child.

Whenever a Headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reasons for it.

The head teacher may withdraw an exclusion that has not been reviewed by the governing body.

A decision to exclude the pupil permanently should only be taken:

- ***In response to a serious breach, OR persistent breaches of the schools behaviour policy***
- ***Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in the school***

Under current legislation parents no longer have the right to appeal but can request a review of their case through a Review Panel.

In regard to behaviour and exclusion, the following documents must be adhered to in order to comply fully with legislation.

See related documents for advice and support in the implementation of this policy:

- **Behaviour in Schools, Advice for Headteacher and School Staff (2024)**
- **Behaviour and Discipline in Schools, Guidance for Governing Bodies**
- **Further Guidance and Resources for supporting Behaviour in School (2024)**
- **DfE Guidance: Exclusion from maintained schools, Academies and pupil referral units in England, including pupil movement (Aug 2024)**

In the case of suspension/exclusion the following must be considered to ensure equality of opportunity is given (see guidance as above):

Any decision of a school, including suspension/exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head teachers must take account of their legal duty of care when sending a pupil home following suspension/permanent exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation;

because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to:

• eliminate discrimination and other conduct that is prohibited by the Equality Act;

• advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

These duties need to be taken into account when deciding whether to suspend or permanently exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of suspension or exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues

Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

USEFUL INFORMATION FOR PARENTS (any parent receiving notification of suspension or permanent exclusion will directly receive relevant useful information or contacts in their notification correspondence):

- a link to statutory guidance on exclusions: exclusion guidance;
- a link to guidance on making a claim of discrimination to the First-tier Tribunal http://www.justice.gov.uk/tribunals/send/appeals ;
- a link to the Coram Children's Legal Centre: www.childrenslegalcentre.com 08088 020 008; and,
- where considered relevant by the governing body, links to local services, such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk).

GLOSSARY OF TERMS

- **Misconduct or behavioural misconduct**: Description of type of behaviour
- **Disruptive:** Applies to Stage 1
- **Persistent or persistently disruptive behaviour:** Applies to Stage 2
- **Ongoing disruptive behaviour:** Applies to Stage 2 - Causes disruption to the learning or teaching of others
- **Abusive behaviour:** Applies to Stage 2 - Unacceptable behaviour or language used towards another person
- **Persistent misconduct/behaviour:** Applies to Stage 3 – more than twice, ongoing and unchanging
- **Behaviour targets:** Targets set to support the child towards managing their behaviour in line with school expectations
- **Negative behaviour:** Is identified behaviour that needs to be rectified

- **Breach:** – Applies to Stage 1, 2 and 3 – not adhering to the behaviour policy (rules)

- **'Persistent breaches':** Behaviour over a period of time that has not improved despite support through behaviour targets and behaviour strategies

- **Managed move:** An arrangement brokered between two headteachers (from different schools) with agreement and support of the parents in order to *manage a positive change* to enable the child to move forward in their behaviour

- **Serious breach:** Incidents OR an incident that is considered by the Headteacher to be severe in nature and that may lead to a decision being taken to issue a fixed term suspension or permanent exclusion – see * taken from DfE Guidance (2023)

- Note definition in the use of terms: **Suspension** and **Exclusion**

Further advice and guidance and legislation on behaviour in schools:

ASSOCIATED RESOURCES, WEBSITES AND DfE GUIDANCE (statutory and guidance)

- https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools 2
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf
- https://www.gov.uk/government/publications/school-exclusion
- https://www.gov.uk/government/publications/keeping-children-safe-in-education
- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

LEGISLATIVE LINKS

Education Act 2006
School Standards and Framework Act 1998
Education Act 2002
Education and Inspections Act 2006
School Information (England) Regulations 2008
Equality Act 2010
The Education (Independent School Standards) (Amended) (England) Regulations 2014
Education Act 2011
Schools (Specification and Disposal of Articles) Regulations 2012
Improving Behaviour In Schools, April 2024