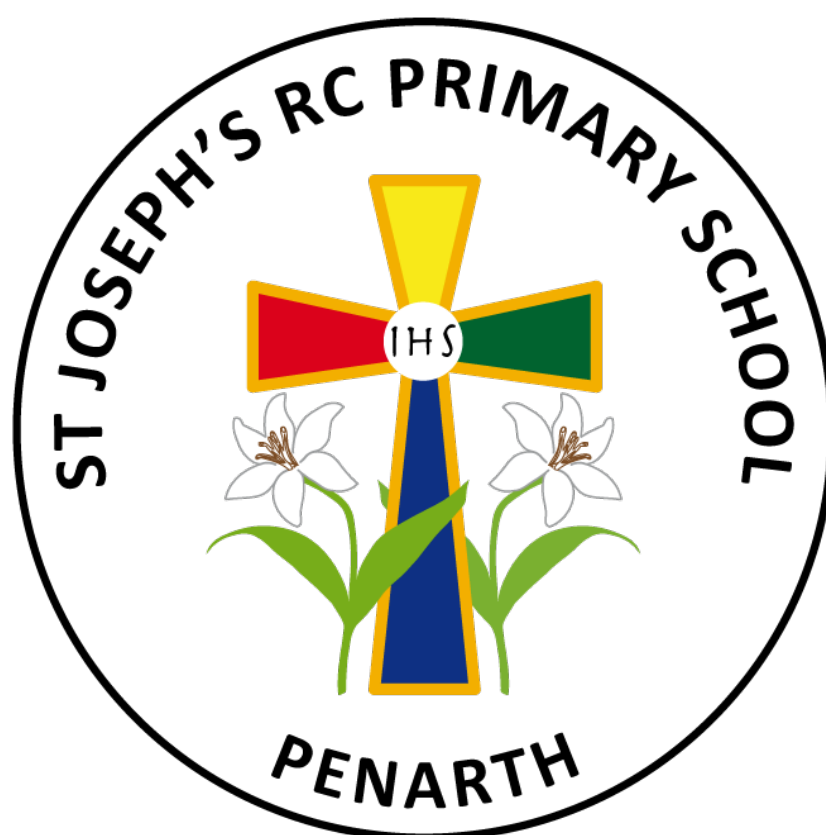
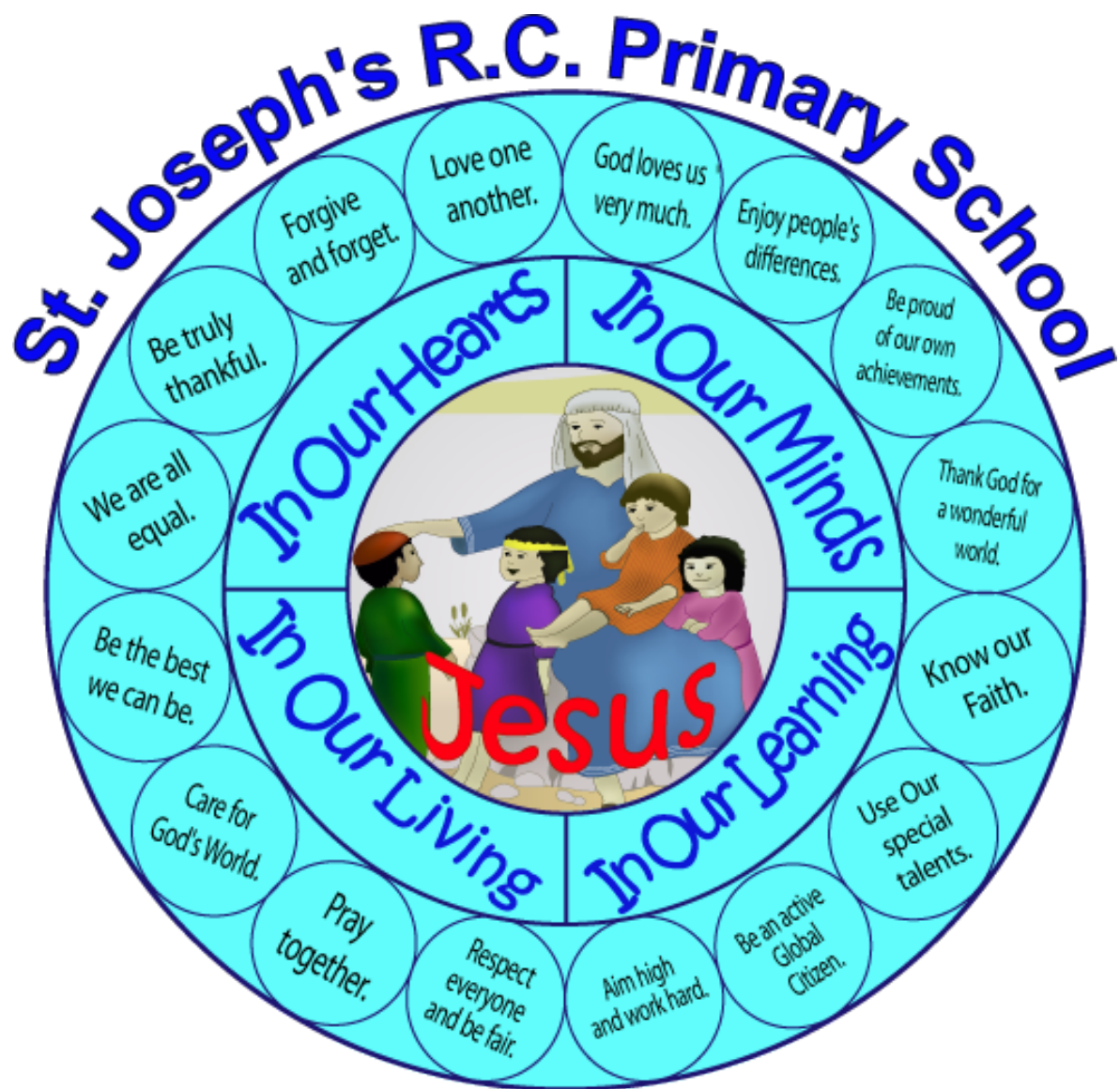


St Joseph's RC Primary School

Behaviour Policy





February 2015	Created by Headteacher
June 2021	Reviewed by Senior Leadership Team in conjunction with staff, parent and pupil surveys.

Approved by..... Headteacher

Approved by Chair of Governors

Introduction

At St Joseph's RC Primary School we realise that good behaviour is a necessary condition for effective teaching and learning. The whole ethos of the school and the expectations placed on each individual child is important in maintaining discipline. We realise that pupils learn best in a secure, positive and ordered environment with clear boundaries.

The key to an effective and successful school is good relationships within and between the key groups which make up our school. Teachers, Learning Support Assistants, Admin staff, Breakfast Club and Midday Supervisors, cleaners, the caretaker, pupils, parents and governors all have responsibility in the creation of a happy, well ordered school.

As a Rights Respecting School, we acknowledge that all pupils have the right to excellent teaching and learning through a broad and balance curriculum. They also have the right to feel safe and happy in school and the responsibility to ensure that their standard of behaviour means that all pupils are given this right.

Our Mission

Jesus: in our hearts, in our minds, in our living and in our learning.

Our Vision

The vision of St Joseph's RC Primary School is to provide a welcoming, loving and transforming community where the spirit of Christ lives. We support and guide our pupils in mind, body and spirit to live the Gospel as beacons of light to the world. Through excellent, rigorous and inspirational teaching, we aim to help all learners to realise their potential and develop a lifelong love of learning, enabling them to be happy, successful and fully rounded human beings.

Our School Aims

- To ensure that each child receives an ambitious curriculum designed to open minds, broaden horizons and allow the whole person to be developed fully.
- To develop and encourage pupils and staff members to grow in the virtues of the St Joseph's Pupil Profile.
- To help pupils to live by Jesus' example so that they are beacons of His love and light in the world.
- To support parents and carers to instil in pupils good-manners and kindness in dealing with others.
- To promote informed citizenship through pupil participation in school improvement, community action and work towards the realisation of the Global Goals for Sustainable Development.
- To develop each pupil's literacy, numeracy and digital skills in preparation for a successful life and the world of work.
- To foster in each pupil a sense of Welsh heritage, culture and the uniqueness of their environment.
- To support parents and carers in the formation of their children in mind, body and spirit, so that they are healthy and confident individuals.

Aims of the Behaviour Policy

- To create a school community in which all members, pupils and adults, are respected and where each individual is treated fairly and with consideration, acknowledging that every human being is uniquely created by God and destined to share in the life and love of the Father, Son and Holy Spirit, and as a consequence recognise all human beings as God's family, our brothers and sisters.
- To ensure that every child has a right to a safe, secure and happy environment, free from physical and emotional threat.
- To encourage independence and self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour.
- To encourage positive, caring attitudes where everyone feels valued.
- To develop trust, respect, honesty, forgiveness, reconciliation, co-operation, tolerance, self-confidence, empathy and a sense of moral responsibility amongst our pupils.
- To have a consistent approach to behaviour with clear expectations.
- To support staff to emphasise praise and reward for good behaviour encouraging good attitudes and relationships among pupils and the whole school community.
- To ensure all staff (including volunteers and students) provide a positive model for behaviour.
- To create a relaxed, welcoming environment in which friendly relationships can flourish supporting the involvement of parents, governors, the parish and local communities, working together in close partnership in order to promote positive behaviour and enable all the pupils in our school community to achieve their full potential.

Aims of Staff

- To deepen a pupil's awareness of the message of Christ as expressed in the Gospel and to enable our pupils to reflect these values in their daily life and in their relationships with their peers and adults
- To develop the child's self-esteem, highlighting 'good behaviour' through emphasis on a positive approach of rewards and praise
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences
- To develop self-discipline in pupils
- To create conditions for an orderly community in which effective learning can take place and in which there is mutual respect between all members.

Forming Positive Relationships

All relationships at St Joseph's RC Primary School are fostered within a positive atmosphere of tolerance, care and respect for all members of the school community.

"Children grow and develop in interaction with those with whom they live. From the point of view of Christian Faith, it is the quality of life of the Christians who surround them that has the greatest impact on them."

(Our Schools and Our Faith - P24)

Relationships: Adult to Child

Adults should:-

- know and understand the child as an individual (home life, interests, hobbies, etc.)
- regularly recognise, highlight and emphasise good behaviour
- use the child's name in all communication
- treat each child with courtesy and respect
- deal calmly and appropriately with situations
- be fair and consistent
- ensure that all criticism is constructive
- exercise complete forgiveness; once dealt with, consider a situation finished; enable pupils to live their pasts down.

Relationships: Child to Adult

The child should:-

- treat all members of the school community with courtesy and respect
- be seen to be polite and well-mannered both in the classroom and around the school
- use the full name of the adult with whom they are communicating, e.g. "thank you, Mrs.../Mr..
- in a class/group situation, raise hand when ready to answer
- display an awareness of the need to listen to others and respect their views
- make sensible contributions to discussions
- listen to others without making unnecessary comments or interruptions
- be ready to apologise and make amends when they have offended or hurt another person

Relationships: Child to Child

Pupils should:-

- treat each other with courtesy and respect
- value friendships
- show respect for the opinions of others, regardless of eccentricities, ability, sex, nationality
- show respect for their belongings and the belongings of others
- listen without comment or interruption
- only say the positive, e.g. constructive comments about fellow pupil's work, appearance, achievements.

Learning and Teaching

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff members delivering a curriculum matched to pupils' varying needs will: help to motivate pupils; promote self-esteem and confidence and lead to order and self-discipline.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection that can lie at the root of poor behaviour.

It follows that lessons should have a clear focus that is understood by the pupils and scaffolded to meet the needs of pupils of different abilities. Whole class marking, record keeping and Self Improvement and Application Time can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that the pupils' efforts are valued and that progress matters.

Teach Like a Champion

At St Joseph's RC Primary School, we have researched, practised and implemented many of the *Teach Like a Champion* techniques so that all teachers in the school are able to plan and teach excellent lessons consistently.

High standards in school are built upon the foundations of a classroom culture that is conducive to learning. At St Joseph's, we use the TLaC techniques to create classroom conditions in which pupils feel comfortable and confident when learning. This starts with excellent discipline and the development of effective procedures, systems and routines. As a result, our pupils are free from distractions and they have everything that they need to make progress every day and be happy in their learning.

Our robust and consistent approach to teaching and learning results in a calm, orderly and productive learning environment in which our pupils thrive.

Positive Behaviour Management

At St Joseph's School, positive behaviour management is promoted through the following specific objectives:

- To encourage pupils to behave appropriately at all times;
- To increase pupils' self esteem;
- To minimise inappropriate behaviour;
- To set clear boundaries and maintain clear consistent expectations; and
- To teach good behaviour in order to create a positive learning environment for pupils and teachers

This involves structured approaches to rules, rewards and consequences which are clearly stated and are implemented in the same way throughout the school and hopefully at home. Pupils participate fully in understanding the process of rules, rewards and consequences.

Parents are informed of the school philosophy for discipline, the school rules and consequences each year.

St Joseph's School Rules which reflect the ethos of the school are displayed in locations where they can be seen by pupils, parents and visitors. 'Rules', 'Rewards' and 'Consequences' are displayed in appropriate locations around the school.

All staff members, including teachers, learning support assistants and midday supervisors are aware of the basic principles of this policy and have received appropriate training and support to implement it.

Rules, Rewards and Consequences

The class teacher discusses the Rules, Rewards and Consequences, which have been agreed by the pupils and staff members and displayed on the wall of the classroom. The pupils are reminded that it is their choice as to whether they gain a reward for the following of the school rules or a consequence for not. Even the youngest child is able to recognise that there are choices to be made in how to behave.

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour, see 'Anti-Bullying Policy'.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the *Welsh Government guidance on safe and effective intervention 097/2013*. Staff only intervene physically to restrain pupils in order to prevent injury to a child/adult, or if a child is in danger of hurting him/herself. As recommended in the inquiry report published in July 2021 by the Equality and Human Rights Commission, all incidents of restraint are recorded and monitored by the Vale of Glamorgan Local Authority.

What are the rules?

The Five Rules are:

I will:

- Show respect for myself and be the best that I can be.
- Follow instructions and be helpful, respectful and polite to all children and adults.
- Take responsibility for my choices and actions.
- Care for and look after the school environment.
- Show that Jesus is in my heart, in my mind, in my living and in my learning.

What are the rewards?

We believe pupils should be encouraged to behave well and work hard. We would like pupils to work hard and behave well, intrinsically, simply for the pleasure of the task, but recognise that external consequences or rewards are necessary as well.

Positive recognition at our school includes:

- Verbal and Non-verbal praise for those showing appropriate behaviour.
- Show call of exceptional work (for the individual) to others, pupils, staff, Deputy Head, Headteacher).
- House Points
- Class based stickers and prizes
- Tocyn Iaith – Siarad Cymraeg
- Pupil Profile virtues - postcards and stickers
- Headteacher Good News stickers
- Star of the Week Certificates
- St Joseph's Superstar Postcard
- Whole class reward e.g. Golden Time

What are the consequences?

At St Joseph's, we ensure that all pupils have a clear understanding of the consequences of inappropriate behaviour. Sometimes it is necessary to discourage pupils from behaving badly and teach them more appropriate behaviour instead. When disruptive behaviour occurs, it must be dealt with calmly, promptly and consistently. The procedures and consequences should be applied consistently by **all** staff. Behaviour of pupils in school is supported by all members of staff.

- Least invasive intervention.
- Verbal warning.
- Change of seat/ working away from others in the classroom for the session.
- 5 minutes taken from playtime/ lunchtime. (If a pupil regularly gets to sanction 4 this should be recorded on My Concern and parents contacted by class teacher).
- Sent to the Leader of Learning (FP/ KS2), Deputy Headteacher/ ALNCO, consideration of 'Thinking Time' during morning break or lunchtime. Senior Leader to update My Concern and contact parents.
- Sent to the Headteacher, time out working in the adjacent classroom until work is completed, parents contacted, and action taken recorded on My Concern.

Pupils who display constant or frequent behaviour may have a home – school book. This book lists the good and bad behaviour; it is used as a form of behaviour modification. The parents are required to sign this book daily and the Head teacher is sometimes involved in monitoring the report on a daily basis. The class teacher keeps a record of difficult behaviour – this record can include written reports from the class teacher, meetings with the parents and any other adult involved including outside agencies. All entries must be signed and dated.

In the case of a child persistently misbehaving inappropriately, the child would be placed on the School's Special Needs register, an Individual Development Plan (IDP) drawn up and the Pupil Support Service consulted.

Consequences at lunchtime

- Reprimand by midday supervisors
- Time out, standing by the wall – maximum time 5 minutes
- Incidents reported to class teacher and followed up with suitable consequences; serious incidents to be referred to ALNCO, Deputy Headteacher or Headteacher.

All staff have a responsibility to ensure that the school rules are followed at all times. If they encounter inappropriate behaviour they should address the incident.

Stages of Discipline

The school's discipline procedures can be summarised into stages.

Stage 1 – Adult in charge intervention

The adult implements the policy. They support the child and encourage them to develop strategies, which will assist them to resolve their own difficulties.

Adult to follow the school 'consequences' procedure by:

1. Giving a positive reminder of the school/classroom or playground rule being broken – this could be verbal or non-verbal.
2. Offer an additional verbal warning
3. Change of seat/ working away from others in the classroom for the session.
4. 5 minutes taken from playtime/ lunchtime.

If the adult in charge is not the class teacher, e.g., support staff, midday supervisors, the adult may request support from the child's class teacher.

NB: If a child is not completing sufficient work in class and this is not a result of other factors e.g., inappropriate differentiation, a class teacher can work with the child during break-time but the child must not be given 'Thinking Time'.

Stage 2 – Class teacher contacts parents

If there is no improvement joint intervention should take place between the class teacher and parents. The child should be included in discussions as appropriate to try and resolve the problem or put in strategies to improve the situation.

If there is no improvement the class teacher should inform the parents and child that the matter will be referred to a member of the Senior Leadership Team, stating the reasons why.

Stage 3- Senior staff intervention

If there is no improvement, assistance should be sought from a member of the Senior Leadership Team. At this stage this should be the Leader of Learning in the appropriate department, the ALNCO or the Deputy Headteacher.

The member of senior staff will decide whether the child needs to have 'Thinking Time' during the following morning break or lunchtime.

The Senior Leader will update My Concern.

If there is no improvement the child should be informed that parental contact will be made by the senior leader and the reasons should be made clear.

Stage 4 – Deputy Headteacher or Headteacher contacts parents

If a pupil is sent to the Deputy or Headteacher, consideration will be taken as to whether there is the need for the pupil to have time out working in the adjacent classroom.

Discussions should then take place between member of the Deputy or Headteacher and parents, involving the child as appropriate, to try and resolve the problem or put in strategies to improve the situation.

Following initial contact, if further intervention is required a meeting with the Headteacher will be arranged for discussions between the headteacher and parents involving the child as appropriate. The class teacher, member of the Senior Leadership Team or deputy headteacher will be included as necessary and involvement of appropriate external agencies may be considered. A contract may be agreed between school, parents and child.

The ALNCO may become involved if a resolution cannot be reached and an Individual Development Plan may be written if appropriate.

If there is no improvement the headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

A chronology of action taken will be updated as appropriate.

In the majority of cases it will be possible to progress through the stages; however, if an incident is deemed 'serious' a class teacher or any other member of staff can seek immediate intervention by the deputy headteacher or headteacher.

Individual Development Plans (IDPs)

Pupils whose behaviour is difficult to manage in school for a sustained period or whose misbehaviour becomes more frequent, challenging and/or severe, may be given an Individual Development Plan (IDP).

The IDP is designed to record the strategies used to help the child to progress and will set out the targets that the child should be working towards. It provides more detailed planning and a greater level of differentiation.

Pupils with emotional and behavioural difficulties

There are a number of behaviours that may signify that a child has emotional and behavioural difficulties and as a result may need special provision. Most obviously these include a diagnosed Special Educational Need, bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties in pupils is often limited/low self-esteem. Pupils sometimes have life experiences that make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by:

- becoming either boastful or over self-critical
- becoming aggressive or withdrawn
- looking for ways to avoid new academic or social challenges
- finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of consequences. In the short term, consequences can stop inappropriate behaviour. However, they must be used sensitively and the emphasis should be on supporting and rewarding pupils instead and where necessary allowing the schools 'Behaviour and discipline policy' to 'fit' the child with the aim of increasing an individual's self-esteem.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. The need to adopt positive behaviour management strategies, however, is central to helping them acquire more appropriate patterns of behaviour. Concentrating on a pupil's failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

Staff members aim to promote positive self-esteem by:

- providing opportunities for pupils to work at their own level in order to achieve success
- helping pupils gain confidence in their own ability
- motivating pupils to improve their performance
- encouraging pupils to take pride in their achievements, sharing their ideas and skills with others
- referring to aspects of learning that have taken place in RE and PSE lessons.

The Role of the Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their classroom and around the school, and that pupils behave in a responsible manner during school.

The teachers at St Joseph's:

- have high expectations of the pupils in terms of behaviour
- Treat all pupils fairly.
- Apply the rules, rewards and consequences consistently.
- strive to ensure that all pupils work to the best of their ability.
- Create and sustain a positive, supportive and secure environment, including ensuring that the classroom is clean and tidy.
- Create well prepared, stimulating lessons with clear learning objectives which generate good behaviour and earn respect.
- Extend and motivate all pupils
- Emphasise the positive, include praise for good behaviour and well as good work
- Minimise opportunity for disruption - continually intentionally track and scan behaviour of the class
- De-escalate conflicts as early as possible.

The class teacher keeps a record of appropriate incidents and misbehaviour of the pupils on My Concern. If a child's behaviour requires referral to a member of the Senior Leadership Team a more detailed Pupil Incident Record is completed and retained to enable the leadership team and the LA to monitor /track any patterns in behaviour within the school .

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA Behaviour Intervention Team or ask the SLT to refer the child (with permission from parents) to either the School Based Counsellor or 'Families First'.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of their child.

The Role of Support Staff and Midday Supervisors

It is the responsibility of the support staff and of the midday supervisors to ensure that the school rules are enforced with the pupils in their care and that pupils behave in a responsible manner.

Support staff and midday supervisors treat all pupils fairly and apply the rules, rewards and consequences consistently.

The support staff and midday supervisors will investigate any incidents and misbehaviour and will independently follow the school 'consequences' procedure. If a pupil's behaviour requires referral this will be to the class teacher in the first instance. The class teacher will then follow school procedure to decide whether the incident needs to be referred to a member of the Senior Leadership Team.

Midday supervisors record incidents that take place in the hall, classroom or playground during lunchtime in the playground ABC diary.

In the case of a 'serious' incident taking place during lunchtime, the midday supervisor should report the matter directly to a member of the Senior Leadership Team.

The Role of Parents and Carers

Parents have a vital role to play in promoting good behaviour at St Joseph's RC Primary School.

The school works collaboratively with parents and carers, so that pupils receive consistent messages about how to behave at home and school.

The Behaviour Policy is made available to parents on the school website: www.stjosephsrc.com

We expect parents to support their child's learning and to co-operate with the school, as set out in the Home-School Agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Staff members welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can support in the following ways:

- ensuring that pupils arrive punctually for the start of the school day
- ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities
- supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times
- ensuring that pupils show a proper regard for other people's property, buildings and the environment
- ensuring regular attendance at school and avoiding unnecessary pupil absence
- adhering to the Home-School Agreement.

If a child receives a consequences due their behaviour, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated in school, they should initially contact the class teacher and then the headteacher. If the concern remains, they should should make a complaint (see Complaints Policy).

The Role of the Headteacher

It is 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. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all pupils in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The headteacher, with the SLT, keeps a record of all reported serious incidents of misbehaviour through Pupil Incident Records saved on the main office computer and uploaded onto My Concern.

The headteacher has the responsibility for implementing exclusion to individual pupils or serious acts of misbehaviour.

The Role of the Governors

The Governing Body has the responsibility of the policy on discipline and behaviour and of reviewing its effectiveness. The headteacher has the day-to-day authority to implement the school policy. The governors support the headteacher in implementing the policy.

The governing body must establish a discipline committee, under the Government of Maintained Schools (Wales) Regulations 2005. The role of the committee includes reviewing the use of exclusion within the school. The committee is made up of a small panel of governors, drawn from members of the governing body and not including the headteacher. The governing body aims to include a range of different types of governor. Members of the discipline committee will meet quickly when a learner has been excluded if this is requested by parents or if a child has been excluded for more than fifteen days.

The discipline committee has a clerk to provide advice on the exclusion process and handle the administrative process. The quorum for a meeting of the discipline committee is three. Where a governor has a connection with the learner or the incident which might reasonably raise doubts about their ability to act impartially they should not serve at that particular hearing. Where four members are considering whether to uphold an exclusion the Chair will have the casting vote in the case of equal voting.

Fixed Term and Permanent Exclusions

Whilst for many pupils these consequences in themselves are sufficient, there are some pupils for whom further action may be necessary. The very last resort, when all else fails, is for the child to receive a fixed term of exclusion. This is considered after the range of alternative strategies set out have been tried and have failed or as a result of extreme negative behaviour.

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. Exclusions should be for the shortest time possible (ideally between one and three days). The headteacher follows carefully the procedures set out in LA and statutory guidance, which are designed to ensure fairness and openness in the handling of exclusions., (see Welsh Government Guidance document : 255/2019 Exclusion from schools and pupil referral units . Date of issue: November 2019.

Alternatives to exclusion

Exclusion should not be used if alternative solutions are available. Examples include the following.

- Restorative justice, which gives offending learners the opportunity to redress the harm that has been done to a victim, and enables all parties with a stake in the outcome to participate fully in the process. All professionals need to be involved in the process and all parties must consent to participate.
- Internal exclusion (also known as internal seclusion), which can be used to diffuse situations that occur in school that require a learner to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.

Reasons for exclusion:

A decision to exclude should only be taken in response to **serious** breaches of the school's behaviour policy **and** if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

The headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this. The Welsh Assembly, expects LAs and schools to work toward ensuring all pupils excluded for more than three weeks receive full time and appropriate education.

If the headteacher excludes a pupil, he informs the parent immediately, giving reasons for the exclusion. Model letters for parents are provided by the Welsh Assembly. For exclusions of more than 6 days, 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 parent how to make such an appeal. For exclusions of more than fifteen days the governors must automatically meet.

Permanent Exclusion:

A decision to exclude a learner permanently is a serious one. It will be the **final** step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort. There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a learner for a first or one-off offence.

These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon.

In most cases it would be appropriate for schools to inform the police if they believe such a criminal offence has taken place. There may be cases where this approach is appropriate for learners excluded for a fixed-term. Schools should also consider whether or not to inform other agencies. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

The headteacher informs the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term. The headteacher informs the LA of all fixed term and permanent exclusions.

The Governing Body Discipline Committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LA, and considers whether the pupil should be re-instated.

If the governors' panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The school has an obligation to provide work for any excluded child to complete at home during the period of exclusion. This work will be marked by the class teacher.

When the child returns to school following an exclusion, they will have return to school meeting with a member of the Senior Leadership Team. This person will monitor the child's re-integration during non-contact time and liase daily with the class teacher. The class teacher will meet /contact the child's parents regularly during the first four weeks of re-integration.

A written report of the child's re-integration will be kept, along with any reports from other outside agencies, such as Behaviour Intervention Team, Social Services.

The work completed by the child during the exclusion will be kept along with his/her other classroom work and marked as being work completed at home.

Some pupil's behaviour can be particularly difficult at lunchtime. Where this is the case, it may be possible to arrange for the child to go home at lunchtime. Lunchtime exclusions are short-term measures only and are treated as equivalent to a quarter of a school day.

Recording and Monitoring incidents

The school keeps a variety of records of incidents of misbehaviour. The class teacher records notable incidents involving pupils in their class on My Concern. Senior leaders also record incidents in class incident diaries.

The Headteacher records where a child is sent to him due to more serious incidents.

Serious incidents of inappropriate behaviour and/or incidents of 'bullying' are recorded on Pupil Incident Records. The member of the Senior Leadership Team will record:

- Activity – the activity in which the incident took place
- Time – when the incident took place
- Comment – brief outline of the incident (*pupil's names are not included in this section for data protection reasons*)
- Staff – the staff involved in dealing with the incident.
- Pupils – pupils' names and their role in the incident
- Action taken – consequences

The headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded on SIMs. This is also recorded in the class register.

Identifying patterns of inappropriate behaviour

My Concern records, the playground incident ABC diaries and Pupil Incident Records will be reviewed on a regular basis. Any patterns observed in types of behaviours, locations, victims or perpetrators will be acted upon and placed upon the whole school agenda.

Monitoring

The deputy headteacher and headteacher monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy, and if necessary, make recommendations for further improvements.

Equality Statement

We are fully committed to equality of opportunities for all associated with our school. Every effort is made to ensure that procedures for discipline and behaviour management provide equal entitlement for all pupils who attend St Joseph's. Sensitivity and fairness is emphasised during monitoring and assessment to take into account equality of opportunities.

The governors are committed to providing education and access for all and are fully cognisant of the nine protected characteristics and our obligation under the Equality Act 2010. We ensure that there is no discrimination at St Joseph's RC Primary School on grounds of: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex (gender); sexual orientation; the Welsh language in Wales or age (applicable to all except pupils). In addition, the school makes reasonable adjustments for disabled people.