



BARNSLEY CHRISTIAN SCHOOL

Policy for Discipline and the Promotion of Good
Behaviour, Suspension and Permanent Exclusion
Policy & Procedures

Christian ^{BARNSLEY}
S C H O O L

INTRODUCTION

This policy has been written with a careful consideration of a number of source materials. Biblical teaching on the principles of discipline have been studied as well as Safe to learn: Embedding anti-bullying work in schools, Barnsley's policy for the Promotion of Good Behaviour in schools and Barnsley's Behaviour Support Plan.

It is recognised that an orderly and disciplined learning environment for all involved in the life of the school is paramount if the vision and aims of the school are to be realised. (See Appendix 1)

(A) AIMS

With regard to discipline and the promotion of good behaviour Barnsley Christian School aims to encourage pupils to develop a disciplined lifestyle in accordance with the teachings of Jesus Christ as found in the Bible. Consequently the aim of the school is to:

1. Provide a secure, stimulating and happy environment for children, staff, parents and all people connected with the community of the school in order to maximise the standards and quality of learning and teaching.
2. Provide a learning environment, which develops each child's independence, confidence, enthusiasm and self-esteem.
3. Build on a child's experiences from home by working alongside parents and valuing their point of view.
4. Have high expectations of children with regard to their behaviour.
5. Promote positive behaviour by developing children's understanding that school has certain ground rules.
6. Help children understand that all actions have consequences, both positive and negative.
7. Develop respect for their own and other people's property.
8. Help children to develop respect, empathy and understanding of issues relating to gender, race, ability/disability and cultural diversity within society.
9. Help children to be aware of other people's beliefs, cultures and ideologies and to value everyone's right to have opinions.

(B) SCHOOL RULES

School rules are essential in the life of the school as they establish clear boundaries and guidelines for pupils, which in itself is key to providing a secure and happy learning culture within the school.

School rules will be displayed in each classroom, staffroom and around school where appropriate (see Appendix 2). These rules will form an integral part of whole school, key stage and class assemblies. All staff should apply school rules consistently and should take equal responsibility for fostering good behaviour and promoting self-esteem.

In practice staff will:

1. Support anyone who needs help and encouragement in maintaining their self-esteem.
2. Provide time and space when an injustice or injury occurs allowing the "offender" to reflect on his/her actions and make reparation. The Christian understanding of forgiveness will be paramount in the application of this aspect of the policy.
3. Respond politely to one another and to all children at all times providing an excellent example for pupils to follow.

(C) REWARDS

We believe that praise is vital and should never be underestimated. Praise should always acknowledge good behaviour, politeness and good work. It is also recognised that praise will very often act as a preventative measure with regard to incidences of poor behaviour and is a key measure in building children's self esteem. Praising pupil may take a variety of forms, e.g.

1. A simple smile and saying "Well done!"
2. Sending pupils to other members of staff for praise and acknowledgement.
3. Awarding stickers, badges, commendations and certificates to celebrate excellent work and/or behaviour as appropriate.
4. Writing to parents where appropriate when behaviour has been particularly good.

The Primary Department

Rewards in the Primary department take the following form:

The Early Years Unit

Children receive praise at every opportunity and parents are informed of good work and conduct. If children finish work of a high standard, they can choose an activity of their own choice.

Years 1 - 4

In the Infant department and lower Junior department smiley faces are given as a reward for various achievements, i.e. excellent work, behaviour and/or attitudes. These smiley faces are collected on charts over the course of the academic year. When a chart is full then a prize is awarded. If a child fills their chart before the end of the year, then they may donate smiley faces to another child's chart. Other teachers may award smiley faces to pupils also.

Years 5 - 6

A star chart system operates in Years 5 and 6. Pupils receive stars of excellent work and behaviour. If 50 stars are received then pupils are awarded a bronze certificate, 100 stars leads to a silver certificate and 150 stars leads to a gold certificate and a prize at the end of the year awarded in class. Other teachers may award stars to pupils also.

The Senior Department

Years 7-11

Commendation slips will be awarded to pupils in order to acknowledge excellent academic effort and excellent behaviour.

Key Stage 3 pupils will receive a bronze certificate when they receive 25 commendations, a silver certificate for 50 commendations and a gold certificate and a £10 voucher prize when they achieve 75 commendations.

Pupils in Key Stage 4 will receive a bronze certificate after 15 commendations have been awarded, a silver certificate after 30 commendations have been awarded and a gold certificate along with a £10 voucher after 45 commendations have been awarded.

Certificates will be presented to pupils in Senior assemblies as and when they achieve them.

Pupils hand their slips to their form tutors and all staff will keep a record of commendations given by them. This system reviewed each academic year. Form tutors keep a record of the commendations received by the pupils in their form.

All members of staff may award commendations to senior pupils from any department.

(D) SANCTIONS

The Early Years Unit

A secure environment is essential to help children grow and learn.. Loving discipline with defined limits helps to provide such security. Our policy is to remove a child temporarily from a situation where they are behaving in an unacceptable manner. It will be explained to them why their behaviour has been unacceptable.

If a child continues with unacceptable behaviour and staff and parents have made all efforts to remedy the situation, then the child may be temporarily removed for a period of time as is deemed appropriate by the school.

The Primary Department

1. A verbal warning will be given by the Teacher to the pupil or pupils concerned explaining to them why their behaviour is unacceptable.
2. If the poor behaviour persists then children will be told that privileges will be taken from them.
3. If the behaviour persists then privileges will be withdrawn e.g. removal of a star chart for a period of time or the loss of some or all of a break time.
4. If removal of privileges does not lead to an improvement in pupil behaviour then parents may be involved informally at this stage either by telephone or in person by the Classteacher so that they can talk to their child about their behaviour in school.
5. If after a period of approximately one week there is no improvement in the behaviour of the pupil concerned, parents will be notified of our concerns by letter from the Headteacher and asked to attend a meeting with the classteacher and Headteacher where the situation will be discussed. An action plan will be formulated on how the behaviour of the child in question can be best managed.
6. Pupil, parent, Teacher and Headteacher will draw up a contract to be signed daily by the teacher with a comment about the pupil's behaviour. Parents will be required to read this report, sign and return it back to school the following day so that clear lines of communication are maintained.
7. In extreme cases where pupils have serious behaviour problems and are unwilling to co-operate, parents/guardians will be contacted and required to collect their child from school. In such rare cases the welfare of the school community must take precedence over the needs of the individual.
8. If after a period of one half-term there is insufficient improvement in pupil behaviour, then parents will be notified by letter that suspension and or potential permanent exclusion from school will be considered by the Governing Body.
9. If after this stage there is still no improvement, then the Governing Body may decide to expel the pupil concerned. (see Appendix 3 – DfES guidelines on expulsion)

The Senior Department

In the Senior Department, pupils who behave inappropriately will be reprimanded by the teacher concerned who will then talk to them about their behaviour either during the lesson or at the end of a lesson or both if necessary. If inappropriate behaviour persists, then further action will be taken as follows depending on the behaviour involved:

1. Withdrawal of privileges e.g. confined to from room at break and lunchtimes.
2. If the pupil continues to misbehave, then a detention should be given. During this time pupils should not be working, i.e. missed homework can be done at home. They may be required to write a letter of apology or they may be required to sit in silence to reflect on their behaviour after which time the teacher supervising the detention may wish to talk to them about the situation.
3. Parents must be given 24 hours notice if a detention is given. Parental notification must be signed and returned the following day. The detention will last for 30 minutes either at the end of the day from 3.30pm until 4.00pm (Easter to end of first half term of Term 1 in the new academic year i.e. usually April to October) or from 12.30-1.00pm for the rest of the academic year. All detentions must be recorded in the Detention Book which is filed under 'Discipline' in the main office.

4. If a pupil receives 3 detentions in any half-term, then a letter will be sent home to parents from the Headteacher informing them of our concerns. Parents will also be informed that if a fourth detention is given, then they will be invited to school in order to discuss the matter further with the Headteacher and another member of staff.
5. The pupil concerned may be placed on report in order to monitor their work and /or behaviour in each lesson. Each teacher will be required to comment on the pupil's contribution to the lesson and add their signature. The report will be brought to the attention of the Form Teacher and/or Headteacher at the end of each day in order to monitor progress.
6. If the behaviour of the pupil remains unacceptable or if the pupil is unwilling to co-operate, then in consultation with the School Management Team the Headteacher may decide to send the pupil in question home for the remainder of the day and the parent/guardian will be required to collect them from school. Parents /guardians will be informed of the situation by telephone, and will receive written confirmation from the Headteacher of the action taken, outlining the reasons why.
7. Parents / guardians will also be invited to school in order to discuss the matter with the Headteacher and another member of the School Management Team and/or Governing Body in the hope of finding a way forward. The Headteacher will also inform the Governing Body of any decision made to suspend a pupil.
8. Prior to the return to school of the pupil in question, a 'School-Pupil Contract' must be signed by the pupil, parents, Headteacher and a school Governor. By signing, the pupil is agreeing to adhere to school policy, i.e. work hard and/or change their behaviour. If the pupil or parents refuse to sign this work/behaviour contract, then the pupil will not be allowed back into school until they are willing to do so (refer to paragraph on expulsion). Parents will also be required to sign a contract pledging their support to the policy and practice of the school. Again, this is conditional to the return of their child to school
9. When the pupil returns to school they will be required to report to the office where they will be met by the Headteacher and taken to their form. It may be the case that they will remain on school report for the rest of term or longer if deemed necessary by the Headteacher. Sanctions may also be placed on the pupil in question whereupon they will have to earn back the right to the privileges that have been taken away from them. The report will be monitored on a daily basis by the Form Teacher and/or the Headteacher. At the end of each week progress made by the pupil will be reviewed.
10. If after this initial temporary suspension and report stage the pupil is unwilling to fulfil the contract made earlier (i.e. refusing to work or posing a serious threat to the safety and well-being of others), then the Headteacher (in consultation with the School Management Team and Governing Body) reserves the right to suspend the pupil for a further period up to the remainder of the term with school work being set for the pupil to complete.
11. The Governing Body will then decide whether the pupil concerned should be allowed back to school or be permanently excluded. Such a decision is an extreme measure and a last resort. (see Appendix 3 – DfES guidelines on expulsion)

'By pass' action

In exceptional cases the Headteacher (in consultation with the School Management Team) may decide to by-pass Stages 1 - 3 and suspend a pupil from school with immediate effect, i.e. the remainder of the day or the week remaining, if it is felt that the seriousness of any incident warrants such a course of action. The Chair of Governors will be informed. Parents will be informed by telephone and letter by the Headteacher explaining the reasons for the action taken. This aspect of the policy is also applicable to the Primary department.

This "by-pass" policy may be taken if pupils commit very serious offences which may pose a threat to the health and safety of staff and pupils in school. (see Appendix 3 – DfES guidelines on expulsion)

(E) HOME-SCHOOL PARTNERSHIP

Prior to a child being accepted into Barnsley Christian School, all parents receive a Prospectus and are informed of the school's discipline policy. As a condition of accepting pupils into school parents must sign a consent form stating that they agree to adhere to the discipline policy of the school. This will form part of the Home School Partnership Agreement.

(F) CONCLUSION

This discipline policy should be reviewed regularly by the Headteacher in consultation with the School Management Team and ratified by the Governing Body.



OUR VISION STATEMENT

To provide a "Christ-centred" education for pupils 4 years to 16 years -within the context of a worshipping community.

AIMS

To be a Christ-centred learning community where pupils can fulfil their potential both spiritually and academically.

To build a loving and secure environment where all pupils, irrespective of their ability, can learn effectively and develop a relationship with Jesus.

To provide pupils in our care with a framework of holistic Christian values and principles upon which they can build their lives in preparation for adulthood.

To value each person's unique qualities and to promote a sense of self-worth for every pupil and to nurture every individual in our care.

To disciple the pupils according to the teaching of Jesus Christ so that they become mature and fully aware of God's plan for their lives.

To share the Gospel of Jesus Christ with parents and the wider School Community and to support and encourage anyone who is considering the Gospel of Jesus for themselves.

Appendix 2

Our Rules – The Early Years Unit

We are special children who love each other very much.

We never kick, bite, push or hit each other.

We always try to share and say please and thank you.

Our Rules - Infants

1. Be helpful.
2. Have good manners.
3. Be tidy.
4. No biting, hitting, kicking, punching, fighting.
5. No-one should run in the classroom and no-one should run on the stairs.
6. Be kind, share things and play with others.
7. Never leave the classroom without asking the teacher.
8. Do as you are told - the first time!
9. Do not throw things - throwing things is dangerous.
10. No shouting in the classroom.
11. Be careful with other people's things.
12. Hold the bannister going up and coming downstairs.
13. Do not be rude - politeness is much nicer.
14. No screaming in the sports hall.

Our Rules - Year 3 and Year 4

1. Work quietly, put up your hand to speak.
2. Walk around school - do not run.
3. At playtime, treat others how you would like to be treated.
4. No swearing, always be polite.
5. Obey the teachers and do not talk when they talk.
6. Work hard at all times, no daydreaming or messing about.
7. Wear proper named school uniform.
8. No painted nails and no jewelry except for watches or ear studs.
9. Keep the school clean and tidy.
10. Do not take anyone's property without permission.

Our Rules - Year 5 & Year 6

1. Travel around the building sensibly without a lot of noise.
2. Treat people respectfully, keeping hands and feet to yourself, and play fair.
3. Speak to people politely without unkind words, swearing or being rude.
4. Please do not interrupt the teacher, or talk when teachers are talking,
5. Respect other people's property, and do not help yourself to it without permission.
6. No bullying, be kind to people always.
7. Always tell the truth and be honest.
8. Encourage and pray for each other, and be patient at all times.
9. Wear the correct named school uniform, and look clean and smart.
10. Be kind to the school building, keeping it clean and tidy.

Our Rules (Years7-11)

1. Be positive in attitude (optimism).
2. Always concentrate on your work (self-discipline).
3. Be helpful and you will gain people's respect (integrity).
4. Always tell the truth (justice/honesty).
5. Respect people by talking to them in a civilised manner (respect).
6. Always think of others (selflessness/humility).



GUIDANCE ON SUSPENSION OR
PERMANENT EXCLUSION FROM SCHOOL

(An appendix of the policy for Discipline and the
promotion of good behaviour)

Introduction:

The Headteacher, School Management Team and Governing Body should give regard to the following guidance when making decisions on suspension and permanent exclusion and administering the suspension and permanent exclusion procedure. The guidance is not exhaustive and judgements will need to take account of the circumstances of individual cases. These procedures are based on the DfES guidelines and as such do not apply in law to independent schools, however Barnsley Christian School seeks to implement good practice and in doing so will aim to follow the selected guidelines noted below, where possible.

In this guidance, 'parent' means anyone who has parental responsibility for, or care of, a child.

PART 1: THE DECISION TO SUSPEND OR PERMANENTLY EXCLUDE

1. Introduction

1.1 A decision to suspend or permanently exclude a pupil should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

1.2 Only the Governing Body, in liaison with the Headteacher and School Management Team can suspend or permanently exclude a pupil.

1.3 A decision to exclude a child **permanently** is a serious one. It will usually 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 child and should normally be used as a last resort.

1.4 There will however be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence.

These *might* include:

- a) serious actual or threatened violence against another pupil or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug
- d) carrying an offensive weapon

Schools should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. CCPAS, Youth Offending Team, Social Workers, etc.

1.5 These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

2 Factors to consider before making a decision to suspend or permanently exclude

2.1 Suspension or permanent exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to suspend or permanently exclude the SMT and Headteacher should:

- a) ensure that an appropriate investigation has been carried out
- b) consider all the evidence available to support the allegations, taking account of the school's behaviour policy, and where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended
- c) allow the pupil to give his or her version of events
- d) check whether the incident may have been provoked, for example by bullying
- e) if necessary consult others, e.g. SMT, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.

2.2 If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the SMT & Governing Body may suspend or exclude the pupil.

2.3 Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it should still be possible for the SMT and Governing Body to make a judgement on whether to suspend or permanently exclude the pupil

3. Alternatives to permanent exclusion

3.1 Permanent exclusion should not be used if there are possible alternative solutions available. Examples of alternatives to permanent exclusion schools may want to try include:

- a) Enabling all parties with a stake in the outcome to participate fully in the process
- b) internal seclusion can be used to diffuse situations that occur in school that require a pupil to be removed from class but may not require them to leave the school premises. The seclusion 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.

4. When suspension and permanent exclusion is not appropriate

4.1 Suspension or permanent exclusion should not be used for:

- a) minor incidents such as failure to do homework or to bring trip money
- b) poor academic performance
- c) pregnancy
- d) breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules

5. Length of fixed period suspensions

5.1 The regulations allow Headteachers to suspend a pupil for one or more fixed periods not exceeding **45 school days in any one school year**. However, individual suspensions should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of suspension without adverse educational consequences. Suspensions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite suspension, for which no legal arrangements exist.

5.2 The school's obligation to provide education continues while the pupil is on the roll, and should be met during a fixed term suspension. In all cases of more than three days suspension, work should be set and marked. A Headteacher considering whether to suspend a pupil for a longer period, for example for more than 15 school days, should plan:

- a) how the pupil's education will continue during the period of suspension
- b) how the time might be used to address the pupil's problems
- c) together with the SMT, what educational arrangements will best help with the pupil's reintegration into the school at the end of the suspension.

6. Lunchtime Suspension

6.1 Pupils whose behaviour at lunchtime is disruptive may be asked to leave the school premises for the duration of the lunchtime period. A lunchtime suspension is a fixed period suspension (equivalent to one half school day) and should be treated as such. A lunchtime suspension for an indefinite period, like any other indefinite suspension, would not be lawful

7. Parental co-operation

7.1 If a parent refuses to co-operate with a formal suspension or permanent exclusion by sending the child to school, or refusing to collect or arrange collection of him or her at lunchtime, the school should have due regard for the pupil's safety in deciding what action to take. A suspension should not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the issue with the parents are unsuccessful the school should consider whether to contact the Education Welfare Service and seek the advice about available legal remedies.

8. Procedures for review

8.1 The Headteacher, SMT and Governing Body should establish arrangements to review promptly all suspensions from their school, and all fixed term suspensions that would lead to a pupil being suspended for over 15 days in a school term, or missing a public examination. The Headteacher, SMT and Governing Body should also establish arrangements to review suspensions which would lead to a pupil being suspended for over 5 days but not over 15 days in a school term. They should decide whether or not to reinstate the pupil if appropriate.

9. Procedures following permanent exclusion

9.1 In the case of a permanent exclusion the pupil remains on the roll of the school until arrangements with the LEA for re-integration can be arranged. Again, while the pupil is on the roll of the school it is the responsibility of the school that his or her education continues

9.2 Once a permanent exclusion has been endorsed by the Governing body, the LEA should arrange to assess the pupil's needs and how to meet them, including any special educational needs the pupil may have. Once the pupil is removed from roll, the LEA is responsible for ensuring that suitable education is made available.

10. Reintegration meetings

10.1 A reintegration meeting with parents following the expiry of a fixed period suspension is good practice but not essential. However, a fixed period suspension should not be extended if such a meeting cannot be arranged in time or the parents do not attend.

11. Behaviour outside school

11.1 Pupils' behaviour outside school on school business – for example, on school trips, away school sports fixtures, or work experience placements - is subject to the school's behaviour policy. Bad behaviour in these circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the SMT and Governors may

suspend a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the SMT and Headteacher. Pupils' behaviour in the immediate vicinity of the school or on a journey to or from school can, for example, be grounds for suspension or permanent exclusion.

11.2 School staff who intervene to control the behaviour of pupils on public transport or in public places should be mindful of the fact that they are not empowered to use measures beyond their normal common law powers as citizens.

PART 2: PROCEDURE FOR SUSPENDING OR PERMANENTLY EXCLUDING A PUPIL: ROLE OF HEADTEACHER

1. Informing parents about the suspension or permanent exclusion

1.1 Headteachers, the SMT and Governing Body should carefully follow the procedures set out in law and statutory guidance, (though as an Independent School they are not obligated by it) which are designed to ensure fairness and openness in the handing of suspensions and permanent exclusions.

1.2 Whenever a Headteacher, SMT and Governing Body suspends or permanently excludes a pupil, the parent should be notified immediately, ideally by telephone followed up by a letter within one school day. Letters of notification of suspension or permanent exclusion should state:

- a) for a fixed period suspension, the precise period of the suspension
- b) for a permanent exclusion, the fact that it is a permanent exclusion
- c) the reasons for the suspension or permanent exclusion
- d) the person whom the parent should contact if they wish discuss the issues.

1.3 Letters should also mention:

a) in the case of a **suspension**, the date and time when the pupil should return to school (in the case of a **lunchtime suspension**, the number of lunchtimes for which the pupil is being suspended).

b) if the **exclusion** is **permanent**, the date it takes effect and any relevant previous history

c) the arrangements made for enabling the pupil to continue his or her education, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school

d) if **permanent exclusion** - the name and telephone number of an officer of the Education Welfare who can provide advice.

2. Informing the Education Welfare Office

2.1 Within one school day the Headteacher should inform the the LEA of:

- a) permanent exclusions
- b) suspensions which will result in the pupil being excluded for more than five school days or 10 lunchtimes in any one term
- c) suspensions or permanent exclusions which will result in the pupil missing a public examination

2.2 Fixed period suspensions totalling five or fewer school days, or 10 or fewer lunchtimes or half days, in any one term should be reported to the LEA once a term.

2.3 Suspension reports should include:

- a) the pupil's name
- b) the length of the suspension
- c) the reason for the suspension
- d) the pupil's age, gender and ethnicity
- e) whether the pupil has a statement of SEN, is being assessed for such a statement,
- f) whether the pupil is in Local Authority care

End.