



**De La Salle School**

# Positive Behaviour and Exclusion Policy

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Parents, teachers and students in De la Salle should work together to promote and maintain a school environment which emphasises positive behaviour and where Christian values are shown to matter. Encouraging good behaviour is an integral part of the whole school curriculum which teaches appropriate and relevant social skills to all students. All students should then be able to participate fully in the home, school and local community and be prepared for the responsibilities of adult life.

### AIMS

De La Salle School aims to:

- Ensure that staff, students and parents are aware and agreed upon standards of behaviour;
- Make clear to staff, students and parents these standards should be the norm;
- Recognise and reward good personal behaviour as well as condemn bad behaviour. Parents should be told of successes as well as failures in this respect;
- Have a system of rewards and sanctions that encourages good behaviour. These must be appropriate and consistently applied;
- Give students responsibilities that will encourage them to act maturely and feel responsible for their own actions;
- Teach children to respect each other and have no prejudices with regard to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation;
- Have an anti-bullying policy which is rigorously applied;
- Ensure that movement around the school is well-ordered and safe for everyone on the premises.

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## **PROCEDURES**

De La Salle will encourage positive behaviour by:

Having clear expectations of behaviour to promote the learning environment.

Teachers clearly define and firmly communicate their words with appropriate actions. They respond in a manner which maximises their potential to achieve their aims, but in no way violates the best interests of the students.

### *Teachers' rights:*

- i. The right to establish a safe learning environment for all students.
- ii. The right to determine and to request appropriate student behaviour and to encourage polite social and educational development of the students.
- iii. The right to ask for help from parents and from the Head and Governors when assistance is needed.

### *Students' rights*

- i. The right to expect a positive learning environment in which their efforts and achievements are recognised and rewarded.
- ii. The right to have a teacher to help limit another student's inappropriate, disruptive behaviour.
- iii. The right to choose how to behave and to know the rewards and/or consequences that will follow.

### *General Rules for Students*

- Arrive on time to lessons and enter room quietly
- Remain in your place unless allowed to move
- Come to lessons properly equipped
- Listen to and follow instructions when first given
- Raise your hand before answering or speaking
- Treat others, their work and equipment with respect.

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### **The Headteacher/Governor's Role**

- Keeping parents informed of successes and failures and inviting them into a shared role with the school for both praise and correction.
- Liaising with outside agencies where necessary.
- Giving children and staff opportunities to meet one to one for counselling so that improved student behaviour is encouraged, monitored and evaluated.
- Expecting high standards from students and motivating them through the content and methods of delivery of the whole school curriculum.
- Emphasise to all staff (teaching and non-teaching) that their own behaviour and manner must be exemplary so as to demonstrate high standards.

### **The Teaching Staff's Role**

- Be punctual for lessons, duties, appointments etc.
- Insist upon orderly and safe movement of students at all times but especially into and out of classrooms at the beginning and end of lessons.
- Create a stimulating learning environment.
- Set a high personal standard of courtesy and politeness.
- At all times, in spite of whatever provocation, never use disparaging remarks, sarcasm and any other form of perceived humiliation.
- Use positive methods (praise, encouragement, reward) rather than negative methods (sanction) to encourage good behaviour.
- Demonstrate to all students that they are of equal value - no favouritism.
- Seek help/guidance from other staff and not feel that this is a sign of weakness. It should be seen as growth in personal development.

### **Inappropriate/unacceptable work from students**

A teacher should use the following strategies:

- i. Individual counseling. A positive approach should also help to enhance student/teacher relationships.
- ii. Persistence of the problem would then involve discussion with the appropriate Head of Department. At this stage the problem should be recorded in the appropriate year group incident log.

After discussion with Heads of Department/Heads of Year, the following sanctions could be used:

- i. Additional work to be done at home and monitored by the teacher and Head of Department/Head of Year.
- ii. Lunch-time detention. If any frequency occurs parents should be informed in the Student Planner or by letter. Any teacher may give a lunchtime detention.
- iii. After school detention – from either class teacher, Head of Dept, Head of Year or a member of the Leadership Team.

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*Parents must have at least 24 hours notice of date, reason and duration of the detention. They give their consent by signing and returning the official letter. NOTE: Staff must be aware of the advisability or not of detaining students after school during winter months with dark evenings. The teacher giving a detention has the responsibility of setting appropriate tasks.*

#### iv. Stages of Assessment

This staged procedure allows for the setting of staged and specific targets to meet the needs of the individual student.

The 'staged' record card is used to monitor the progress in achieving the targets. The member of staff responsible for monitoring the progress it's linked to the level of stage the student is on.

These would be used when:

- An improvement in student's homework is required;
- An improvement in student's attitude/behaviour is required;
- An improvement in student's social skills is required after anti-social behaviour e.g. bullying;
- Difficulties or weaknesses across the curriculum have been highlighted from e.g. a school report;
- Punctuality problems require it - at the discretion of the Head of Year/Form Tutor.

Students, parents and teachers will contribute to set appropriate targets. Form Tutors / Heads of Years / Heads of School should give students guidance so as to enable them to achieve the targets.

All cards must be signed on a daily basis by the Form Tutor / Head of Year / Heads of School and parent to ensure that progress is monitored and further action taken when necessary both by home and school. Students will present the cards at the beginning of each lesson.

### **Behaviour outside the classroom**

Unacceptable behaviour before/after school, during breaks, lunch times or between lessons should be dealt with by an individual teacher as follows:

- a. Deal with the matter personally
  - i. Verbal reprimand (non confrontational)
  - ii. Detention

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The student should have it made quite clear as to what he/she has said or done that is being reprimanded.

- b. Refer the matter to a Duty Team Leader or to appropriate Head of Year. Referral should be as prompt as possible and the student made aware of the reasons for referral. Referrals should be recorded using the Incident sheets.
- c. MDA's (Mid day Assistants) should report incidents as appropriate directly to the teacher on duty, Senior Leadership Team or indirectly via the School Business Manager.

*NOTE: Students should be gainfully employed at breaks or lunch-time by giving positive tasks as punishments. They should not be left standing outside the Staff Room or an office. Heads of Years should be consulted over appropriate tasks.*

### **High expectation of behaviour**

It is important that all staff expect the highest standards of behaviour from students both in their lessons and around the school - however unrealistic this may be.

All staff must differentiate between high spirits and dangerous or malicious behaviour and act accordingly.

However all teachers should be able to expect:

- Politeness at all times. They should be addressed as Sir/Miss or Mr./Mrs./Miss/Ms.
- They should encourage students to use 'please' and 'thank you'. Returning similar courtesies is essential.
- Courtesy at all times.
- Students should move around the school calmly and quietly.
- Students should be encouraged to allow adults through doorways first.
- Students should be encouraged to hold doors open to adults.
- Students should approach staff in corridors, on the yard or on fields in a controlled, sensible manner and not shout at them from a distance.

### **Governors Guidance and Discipline Panel.**

Students may be referred

To review incidents of behaviour,

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To reflect on the actions taken in line with this policy.

Subsequent actions may involve setting targets and continued review or a recommendation to the Governing Body.

Where the Headteacher feels a fixed term over 15 days or permanent exclusion is the appropriate action in response to a student's behaviour, the Panel will meet to discuss this decision and make a recommendation. The Panel will also meet if a student accumulates over 15 days of exclusion in one term.

## **Exclusions**

### **GENERAL PRINCIPLES**

- 1.1 The Governing Body has determined that the school will use exclusion as its final sanction in ensuring the good order and discipline it believes is essential for effective learning to take place.
- 1.2 Exclusion will be used sparingly in response to serious breaches of school policy and discipline. It will normally be used only after other sanctions and counselling have failed to achieve the desired change in behaviour and attitude.
- 1.3 Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other students or teachers.
- 1.4 Permanent exclusion may, on rare occasions, be the only possible response to a single incident of very extreme misconduct.
- 1.5 In applying this exclusion policy, the school will follow current DfE and LA guidance and advice.
- 1.6 When it is necessary to exclude a student, parents will be contacted by telephone, if possible, at the earliest possible opportunity. The exclusion will always be confirmed by a letter which will set out the reasons for the exclusion and also inform the parents of their rights to make representations to the Governing Body.
- 1.7 Each incident of exclusion will be recorded in a standard format. This will give:
  - the name of the student
  - the tutor group
  - the gender of the student
  - the ethnic group into which the student falls
  - the type of exclusion

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- in the case of fixed term exclusions, the number of days for which the student will be excluded
- the reasons for the exclusion.

1.8 Each incident of exclusion will be notified to the Chair of the Governing Body, who will be sent a copy of the official exclusion letter.

## **2.0 PROCEDURES FOR FIXED-TERM EXCLUSIONS**

2.1 The Head Teacher alone will normally decide if a student is to be excluded for a fixed period. The only exception will be when the Head Teacher is absent from school when his/her power to exclude for a fixed period will be delegated to the appropriate Deputy Head Teacher

2.2 Each case will be determined on its merit and the particular circumstances will be carefully investigated and considered. The degree of severity of the offence, the frequency of occurrence and the likelihood of re-occurrence will be taken into account, as will the student's previous record.

2.3 If a student is to be excluded for the first time, the length of the fixed-term exclusion will normally be 1-3 school days. Longer periods may be used for a more serious offence or for a reoccurrence of misbehaviour following an earlier fixed term exclusion.

2.4 Fixed-term exclusion may be used for a single occurrence of serious misconduct or for persistent misbehaviour. It will not be appropriate as a response to non-attendance or truancy.

2.5 Fixed-term exclusion will always be considered in the case of verbal abuse towards members of staff and in cases of serious and unprovoked violence towards fellow students or staff. It will also be considered in cases of the bringing of dangerous objects or illegal substances on to the school premises. Fixed-term exclusion may also be used in cases of serious misbehaviour on the way to and from school.

2.6 When the Head Teacher or another senior member of staff has decided that there are adequate grounds for excluding a student, the parents will be informed as soon as possible, by telephone if this is available. A letter will be sent to parents on the day of the exclusion. This letter will set out:

- the reasons for the exclusion
- the length of the exclusion
- a suggested date on which parents will be invited into school to discuss the exclusion.
- their right to make representations to the Governing Body.

2.7 Information regarding the exclusion will be sent to:

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- The Chair of Governors
- Education Access Team

2.8 Representations to the Governing Body concerning fixed-term exclusions will normally be made to the Governors' Discipline Committee.

2.9 Before the student returns to school a meeting will take place between an appropriate member of staff and the parents to discuss the incident and future conduct. It may be decided to impose conditions on the return or to draw up a home-school contract concerning the student's future conduct.

2.10 Although it will normally not be necessary, the school reserves the right to use fixed-term exclusion up to the maximum period allowed in current legislation. In the case of fixed-term exclusions exceeding the maximum period, the appropriate meeting of the Governors' Discipline Meeting will be called.

2.11 If the exclusion is for 6 days or more the Headteacher will;

- Plan full-time, offsite, educational provision from day 6 of the exclusion.
- Ensure that work is set and sent home for completion.
- Notify parents of their responsibility to ensure that their child is not found in a public place during school hours.
- Inform the LA of the details of the exclusion and the provision made for the individual.

### **3.0 PERMANENT EXCLUSION**

3.1 The Head Teacher alone may decide if a student is to be permanently excluded. If the Head Teacher is temporarily absent from school and an incident occurs in which the appropriate Deputy Head feels that permanent exclusion may be the appropriate response, the Deputy Head may exclude the student concerned for a fixed-term long enough to allow the Head Teacher to consider the case on his/her return.

3.2 Permanent exclusion is seen as a very serious matter and will only be used as a last resort. It is likely to be applied only after all other sanctions, including fixed-term exclusion, have failed to produce the desired response in the student. It may, however, be an appropriate response to a single incident of extreme misconduct, for example, extreme violence towards a fellow student or an assault upon a member of staff.

3.3 The Head Teacher will inform the parents of a permanent exclusion immediately by letter and, if possible, by telephone. The letter will give parents at least seven days notice of a hearing before the Governors' Discipline Committee to consider the exclusion. The letter will state:

- that the student has been permanently excluded

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- the reasons for the permanent exclusion
- details of previous disciplinary measures leading up to the permanent exclusion.
- the parents right to examine the student's record
- the purpose of the hearing
- that the parents and student should attend and that they may be accompanied by a friend
- that if they do not attend the Hearing it may proceed in their absence
- that if the Governors confirm the exclusion, the parents (or student if over 18) have a right of appeal to an Independent Appeals Committee.

3.4 A copy of this letter will be sent to:

- The Chair of Governors
- Education Access Team

3.5 The Head Teacher will make arrangements for a hearing before the Governors' Discipline Committee to take place within fifteen days of the date of the exclusion. Normally, three members of the Discipline Committee will hear the case. No Governor who has any prior knowledge of the case will participate in the hearing.

3.6 The procedure followed at the hearing will be as informal as possible. It will normally follow the format set out below:

- a. The committee will meet jointly with the Head Teacher and the parent and/or the student and any accompanying friends of the parents.
- b. The Governors will invite the Head Teacher to give his/her reasons for recommending permanent exclusion.
- c. The parents will be invited to ask questions of the Head Teacher.
- d. The parents will be given the opportunity to explain why they think permanent exclusion is inappropriate.
- e. The Head Teacher will have an opportunity to ask questions of the parents.
- f. The Head Teacher and the parents will be given an opportunity to sum up and to ask further questions of the Governors. The Governors may wish to ask further questions of either the Head Teacher or the parents.
- g. The Head Teacher and the parents and student will then withdraw from the meeting and allow the Governors to consider the case on their own.

The Governors will decide to either:

- a. Confirm the permanent exclusion
- b. To order the immediate reinstatement of the student.

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- 3.7 The decision of the Governors' Discipline Committee will be communicated to the parents by letter on the same day. If the Governors have decided to confirm the permanent exclusion, the letter will inform parents of their right of appeal to an Independent Appeals Committee.