OVERVIEW
The ultimate aim of this policy is to live each day to the core values of our mission statement to provide “successful for all within a Christ centred community”

Good behaviour is central to all we do at St Monica’s. The highest standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school’s life. All members of staff will set high standards and children will be given clear guidance on what is expected of them. The school rules will apply to all and reward and sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school’s values become central to the lives of children.

OBJECTIVES
1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others with Christ centred values at the heart of our work.
5. To use good behaviour to thank and reward our children and to promote community cohesion. To promote both individual and collective responsibility.

STRATEGIES
1. The school rules will be promoted at all times by staff and children.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be encouraged at all times to be polite, respectful, well-mannered, obedient and well-behaved.
5. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.

Rewards we use;
- House points system
- Adult praise
- Stickers, including Headteacher stickers
- Weekly award assemblies

6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Headteacher and/ or other senior colleagues who will agree an appropriate strategy of help and support.
8. The Headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner’s behaviour, the Headteacher will, where appropriate, involve outside agencies.
10. We do not wish to exclude any child from school, but in extreme cases, a learner’s bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children’s Service Exclusion and Suspension Guidelines.
The school has adopted the standard national list of reasons for exclusion, and the standard guidance ‘Behaviour & Discipline in Schools (Advice for headteachers & school staff)’ DfE January 2016. We may refer to this guidance in any decision to exclude a child from school. (Copies are available from the School Office).

- Only the headteacher (or acting headteacher) has the power to exclude a child from school.
- The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
- In extreme and exceptional circumstances the headteacher may exclude a child permanently.
- It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a child, he will inform the parents immediately, giving reasons for the exclusion.
- At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs Sefton Council and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body will convene a panel of governors to consider any exclusion appeals on behalf of Governing Body.
- When an appeal panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and Sefton Council, and consider whether the child should be reinstated.
- If governors’ appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

**OUTCOMES**

- Standards of behaviour are consistently high and contribute towards good and better progress and high levels of attainment.
- Incidents of poor behaviour are dealt with promptly and appropriately.
- All children feel safe.
- Parents have confidence in our school’s policies and procedures.

**MONITORING / REVIEW**

The headteacher reports termly to the Governing Body with regards to specific behaviour incidents that have led to any exclusions.

**DATE:** April 2019