

# Todwick Primary School

## Behaviour and Respect Policy

(inc suspension and exclusion)

Date policy last reviewed:  
September 2022

Signed by:

A. Deeley

6.9.22

\_\_\_\_\_  
Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_  
Chair of governors

Date: \_\_\_\_\_

### **This Respect Policy is Intended:**

- to promote the high standards of respect and positive attitudes to learning for all pupils at Todwick Primary School
- to set out the methods and organisation by which these standards will be established and achieved
- to make clear for all members of the school community: pupils, staff, parents and governors; what their role is in this partnership for providing a happy, healthy, safe and secure learning environment.

### **School Ethos and Expectations**

The teaching, modelling and management of respectful, positive behaviour are a joint responsibility between school and home. A consistent whole school approach to promoting positive attitudes is essential for this to be effective. Staff will always endeavour to be fair, consistent, supportive and calm. Pupils will be supported in developing self-discipline and in taking responsibility for their own actions. They will be encouraged to become caring, respectful citizens and to follow the core school values:

### **Todwick School Core Values:**

1. Respect
2. Kindness
3. Resilience
4. Honesty

Staff, governors, parents and adult visitors to school are expected to show the same level of regard for these core values.

### **Teaching About Good Behaviour**

At classroom and whole school levels we deliver programmes which help children to understand and practise the skills they need to meet the expectations of the school's core values. We work on improving understanding and learning across the whole curriculum, but particularly during the following lessons:

- Personal, Social and Health Education (PSHE) lessons
- School Council and circle time activities
- School assemblies.

### **Procedures**

We recognise that school organisational factors are central to successful management of pupil behaviour. Agreement on rules, procedures and routines is crucial in setting the climate for a well ordered school. The procedures need consistent support from all pupils, parents and staff. We have the following expectations that will assist in creating a well ordered learning environment:

- high quality teaching and learning
- high expectations
- early praise for good behaviour
- clear messages about what is required and of the consequences for non-compliance
- clear and effective values that become good habits

- firm, fair and consistent application of school's core values and the school's respect policy.
- efficient organisation of classrooms and resources
- punctuality
- good routines for movement around school.

## **Responsibilities**

### **The School will:**

- develop a democratic and supportive respect and behaviour policy
- share an outline of the policy with pupils and parents
- aim to prevent disruptive behaviour, rather than dealing with it after it has occurred
- ensure early identification of and prompt action for pupils' special needs
- support pupils well
- carry out risk assessments
- disseminate information and provide staff training for special needs
- create a positive learning environment
- provide a stimulating, supportive curriculum
- acknowledge, celebrate and reward achievements quickly and consistently
- use non-teaching staff for support in encouraging respectful behaviour
- keep records of behaviour
- maintain good communication with pupils and parents.

### **Parents will be encouraged to:**

- provide adequate care and protection for children
- ensure children eat breakfast, have a generally healthy diet and adequate sleep
- exercise firm but positive discipline in the home
- ensure children don't spend too much time watching TV and using the computer
- support the school in actions taken to curb difficult behaviour and sign a home-school agreement
- supply children with equipment and clothing needed for school
- act as effective role models and establish a culture in the home in which aggression, disrespect for others, manipulation and swearing are unacceptable
- protect children from anxiety when home circumstances are difficult
- protect children from exposure to unsuitable TV programmes, films, violent computer games, etc.

### **Pupils will be encouraged to:**

- follow the school rules
- accept responsibility for their own actions
- be good citizens.

## **Recognising Good Behaviour**

Our emphasis is on positive praise to reinforce good behaviour. Expectations are high and children are expected, with the support of adults, to rise to them.

Classroom recognition includes:

- ✓ verbal and non-verbal approval, praise and encouragement
- ✓ positive written comments on work
- ✓ stickers, Dojo points

- ✓ special mentions
- ✓ positive feedback to parents
- ✓ displays of good work
- ✓ Roles and responsibilities to carry out across school

At a whole school level, positive behaviour is recognised through:

- ✓ Special Mention assemblies
- ✓ stickers and certificates awarded by the senior leadership team
- ✓ reports to and praise from other members of staff
- ✓ annual diligence awards.

### **Discouraging and Dealing with Poor Behaviour**

Although rewards are central to the encouragement of good behaviour, there is a need for measures and consequences to be applied to register disapproval of unacceptable behaviour. Such behaviour is defined as that which:

- causes disruption
- causes damage
- stops others from learning
- is disrespectful to others – including using inappropriate language
- causes pain, injury or upset.

Children will be taught from the time they start in our school and throughout their stay with us, that if they choose these forms of behaviour then there will be a consequence.

### **Red Card System**

In order to ensure a consistent scheme of rewards and sanctions across the school, the 'Red Card System' was introduced in September 2018.

### **How is the Scheme Organised?**

- All children start each session with a clean slate. No displayed cards.
- For misbehaviour, a child is initially given a non-verbal warning. STEP 1
- For subsequent misbehaviour, a child is given a verbal warning. STEP 2
- The next step is issuing a yellow card. This will sit on the child's table until the end of the session when they return it to the teacher or TA. STEP 3
- If the child misbehaves again, a second yellow card will be issued. STEP 4
- If a child receives a third yellow card, then a red card will be issued. STEP 5
- When a red card has been issued, the child must fill this in at the beginning of break/lunch (with assistance from the teacher or TA in KS1).
- The teacher must ring home if a child receives a red card.
- Two red cards in one week – phone call home from Phase Leader.
- Three red cards in one week – phone call home from Deputy Head Teacher
- Four red cards in one week – meeting arranged with parents and Head Teacher. Individual behaviour plan, or more serious consequences will be considered.
- Immediate red cards will be issued for violence, swearing and inappropriate language.
- Violence at playtime will also result in exclusion from the next days play.

- There may be circumstances when it is deemed necessary to internally exclude a pupil so that their learning can take place in another classroom without disrupting their year group.

### **Individual Behaviour Systems:**

In some circumstances, it may be necessary for children to be on a separate, personalised behaviour system. This may be because they have additional needs, social emotional issues or a lack of parental support which results in the main system having little impact. These personalised systems will only ever be implemented after discussion with the Head Teacher.

### **Suspension and Exclusion**

Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils should only be used as a means of last resort.

The school has created this policy to clearly define the legal responsibilities of the headteacher, governing board and LA when responding to pupil suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A **"suspension"** is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An **"exclusion"** is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

The LA is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of LAC.
- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing pupils' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.
- Arranging for an independent review panel hearing to review the decision of the governing board not to reinstate a permanently excluded pupil where required.
- Arranging the hearing without delay at a time, date and venue convenient for all parties.
- Ensuring the independent review panel consists of three or five members as appropriate, which represent the required categories.

- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
- If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment

The governing board is responsible for:

- Providing information to the Secretary of State and LA about any suspensions and exclusions within the last 12 months.
- Arranging suitable full-time education for any pupil of compulsory school age who is suspended.
- Considering parents' representations about suspensions and exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where a suspension or exclusion would result in a pupil missing a public examination or test, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a pupil to be permitted onto the school premises to sit the public examination or test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Adhering to its responsibilities to consider the reinstatement of pupils.
- Considering the interests and circumstances of the suspended or excluded pupil, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the pupil's education record, along with copies of relevant papers for future reference.
- Notifying the pupil's parents, the headteacher and the LA of its decision and the reasons for it, without delay.
- Appointing a clerk to provide advice to the relevant panel and parties to the review on procedure, law and statutory guidance on suspensions and exclusions.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.
- Ensuring a pupil's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a pupil where directed to do so by the suspensions and exclusions review panel.
- Using data to evaluate the school's practices regarding intervention, suspension and exclusion.

The headteacher is responsible for:

- Implementing good levels of discipline to ensure all pupils can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the suspension or exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, experienced bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as sanctions, e.g. if a pupil has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, those eligible for FSM, LAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be suspended or excluded on disciplinary grounds.
- Withdrawing any suspensions or exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following a suspension or exclusion.
- Notifying a pupil's parents without delay where the decision is taken to suspend or exclude the pupil, including the days on which the parents must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governor responsible and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Notifying the governing board once per term of any exclusions in the headteacher's report to governors.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.

## **Grounds for Suspension or Exclusion**

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

The school has the power to direct a pupil off-site to improve their behaviour.

## **The Headteachers Power to Suspend and Exclude**

Only the headteacher has the power to suspend or exclude a pupil from the school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

The headteacher is able to suspend pupils where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The headteacher is also able to consider a pupil's disruptive behaviour outside of the school premises as grounds for suspension or exclusion, in accordance with the school's Behaviour Policy.

When sending a pupil home following any suspension or exclusion, the headteacher will ensure that they exercise their duty of care at all times and will always inform the parents.

Any decision made to suspend or exclude a pupil will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the school's wider legal duties, including the ECHR. At all times, the headteacher will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, or disability, and will not increase the severity of a pupil's suspension or exclusion on these grounds.

The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

The headteacher may cancel any suspension or exclusion that has already begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governing board. Where a suspension or exclusion is cancelled, the headteacher will notify the pupil's parents, the governing board, the LA, and, where relevant, the virtual school head (VSH)



and the pupil's social worker. The headteacher will offer the pupil's parents the opportunity to meet with the headteacher to discuss the circumstances that led to the cancellation of the exclusion, and the pupil will be allowed back into school.

The headteacher will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the governing board once per term, to allow the governing board to have appropriate oversight.

The headteacher will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a pupil home to 'cool off', regardless of whether the parents have agreed to this. The headteacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded on the school's attendance system.

### **Monitoring and Review**

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the headteacher.

**The date of the next review is September 2023**