

**St Barnabas C of E First and Middle School**

*'Let all that you do be done in love' 1 Corinthians ch16 v14*



# **Behaviour Policy (inc. Suspension)**

**Updated following the publication of Behaviour  
in schools, advice for Headteachers and school  
staff – September 2022**

<b>Reviewed by</b>	<b>Approved by</b>	<b>Date of Approval</b>	<b>Version Approved</b>	<b>Next Review Date</b>
EAW	LAB	October 2022	v1	September 2024

## Our Vision

We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. **'Let all that you do be done in love'** encourages us to have a lifelong love of learning so we flourish as human beings.

*'Let all that you do be done in love' 1 Corinthians ch16 v14*

*We believe that as a school, we work in partnership with parents and carers to lead, guide, encourage and instruct children within a framework of rights, responsibilities, values and rules. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's faith, rights and responsibilities are addressed.*

We are a Church of England First and Middle school where we respect and promote all Christian values. *We have the highest expectations of conduct – we believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom.*

School Values:

**Respect**

**Generosity**

**Love**

**Thankfulness**

**Honesty**

**Courage**

*Through consistent implementation of this policy we aim to;*

- Support the improvement of standards of attainment of our children and ensure that every child has the opportunity to achieve their best.
- Establish and maintain a happy, calm and safe working environment.
- Create an atmosphere where achievement is respected and valued.
- Have clear and high expectations of children's work and behaviour.
- Establish good working relationships and encourage mutual respect.
- Form an effective partnership with parents and children in order to maintain good discipline and behaviour.
- Celebrate the demonstration of good conduct and behaviour for learning.

At St Barnabas, we aim to promote positive attitudes and respect through our three core rules:

Ready, Respectful, Safe

We are ready to learn. We are respectful to each other and school property. We keep ourselves safe in and out of school and online.

All staff use these rules to highlight the behaviour they want to see around school, which ensures rewards and consequences are applied consistently. Expectations are reinforced through worship and in the way that staff and pupils interact throughout the school, each and every day.

## **ROLES AND RESPONSIBILITIES**

In implementing this policy, it is expected that:

All staff will:

- Treat all children fairly and consistently.
- Expect high standards of work and behaviour.
- Take appropriate action immediately when any child fails to meet the school's expectations for behaviour.
- Recognise, acknowledge, praise and reward good work and behaviour.
- Take action when poor work or behaviour is encountered.
- Follow the defined Positive Behaviour Procedures and rewards and consequences policy without exception.
- Work in partnership with parents and other staff to achieve good behaviour.
- Participate in professional development with regard to this policy as appropriate and relevant.

Children will:

- Actively be involved in agreeing the school expectations.
- Accept consequences if required.

Parents and carers will be expected to:

- Work in partnership with the school to encourage respect, hard work and good behaviour.
- Support the school's policy on rewards and sanctions.
- Attend meetings with teachers to discuss their child when necessary.
- Formally agree to their child's school behaviour plan when the child's behaviour is non-

compliant with behaviour expectations in school.

- Agree to work in partnership with agency referrals.

Deputy Head / behaviour manager (with support from SLT):

- Work with and support individual children who have behavioural difficulties.
- Follow the defined Positive Behaviour Procedures and rewards and sanctions policy without exception.
- Liaise and work in partnership with parents of children with behavioural difficulties.
- Provide support, practical and professional help to classroom teachers in dealing with children who have behavioural difficulties.
- Inform and work in partnership with class teachers and the Head in keeping them informed on issues, developments and concerns regarding behaviour and attendance.
- Follow school's policy and procedure regarding behaviour when working with individual children, groups of children or classes.
- Coordinate assessment, support and Provision Maps for children with Social, Emotional and Mental Health needs including, behavioural support in accordance with the SEND Code of Practice.
- Respond to referrals of children requiring behaviour support.
- Work in partnership with parents, teachers and professionals to coordinate meetings and communication regarding children with SEMH needs.
- Liaise with relevant external agencies.
- Report to Governors / LAB (Local Academy Board) as appropriate and when required.
- Facilitate discussions on the effectiveness of behaviour policy and on effective classroom management.
- Support teachers in their classes in maintaining good behaviour and discipline and following up incidents.
- Play an active role as defined in the school's Behaviour Policy.
- Monitor, evaluate and review the Behaviour policy on a regular basis.
- Monitor referrals, emergency support and suspensions and liaison with external agencies.

Governors / LAB members will:

- Monitor suspensions, part time timetables and the effectiveness of the Behaviour Policy annually.
- Provide a panel to consider suspensions and appeals.
- Identify a Governor / LAB member with responsibility for Inclusion.
- Liaise with the WCF to ensure adequate provision for children with behavioural difficulties.

## **THE SCHOOL:**

The physical environment and school's ethos create an atmosphere that strongly influences behaviour and attitudes. An environment that is well kept and attractive, that communicates clear messages about the purpose of the school and that values children's work and achievements will encourage them to take pride and respect in their school.

The school will provide:

- A welcoming entrance
- Adults and children who welcome and approach visitors helpfully.
- Effective maintenance of the building and grounds.
- Children's work on display around the school.
- Displays which reflect the life and activities of the school.
- A clean and tidy environment.

## **THE SCHOOL DAY:**

Effective management of the school day helps provide a predictable and secure environment for the children which increases their sense of belonging and reduces uncertainty:

The SLT (Senior Leadership Team), in partnership with other staff as appropriate, will:

- Ensure that all areas of the school are properly supervised at the beginning and end of the school day as well as during break times and lunch times in order to encourage a calm and safe atmosphere.
- Ensure that teachers and other staff carry out break duties as designated.
- Ensure that lunchtime supervision is in place with adults who provide engaging activities and who understand they are part of the behaviour management strategy of the school.
- Ensure that teachers formally receive and dismiss children, provide them with adequate supervision at all times and establish routines.
- Encourage all in the school to make respectful, supportive and cheerful personal contact with one another to help create a positive daily experience.

## **CURRICULUM:**

Good behaviour is supported when children experience success and enjoyment and are excited by their work in school. In order to achieve this, we will:

- Plan and review the curriculum to ensure that it is delivered in a differentiated manner to meet the varying needs of each and every child in school.
- Employ varying teaching approaches and styles.
- Develop our curriculum framework in an innovative way with the aim of engaging the children's interest and make their work exciting and challenging.
- Ensure that every child experiences success and develops high self-esteem.
- Promote a climate and ethos in which learning is valued.
- Develop an understanding and awareness of the different learning styles and individual needs of our children.
- Offer additional enrichment to support SEMH needs.

## **EQUAL OPPORTUNITIES**

The policy must be implemented with regard to the Equal Opportunities Policy at all times.

## **POSITIVE BEHAVIOUR PROCEDURE**

Good behaviour, which forms the basis of a calm, orderly and a secure learning environment, is essential to the achievement of high standards. The establishment and maintenance of good behaviour is therefore a primary objective for St Barnabas.

The following procedure for the establishment of good behaviour has proved to be very effective but to be so it requires that **every** member of staff applies it consistently and without favour.

## **PRINCIPLES:**

The principles of our positive behaviour procedure stem from the evidence informed guidance report from the EEF.

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance/reports/behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Summary.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance/reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf)

# 1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

# 2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

# 3


Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

# 4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

# 5

Use targeted approaches to meet the needs of individuals in your school




- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

**Implementation**

# 6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

- Praise must significantly outweigh criticism and sanction
- Rules should be short, limited in number and be clearly understandable.
- Sanctions for poor behaviour, which gradually progress from a verbal reprimand to suspension, must be applied without exception or favour. **CONSISTENCY IS ESSENTIAL.**

## Whole School Reward System

Each child in school will be placed in one of our 4 school houses, children will be able to gain points for each house on a daily basis, house captains will be voted for, these children will then be able to keep track of the points for each house, at the end of each term, the winning team will gain themselves a reward on the final afternoon of the term. The house points are shared with the whole school in celebration worship.

Bredon	Abberley	Cotswold	Malvern
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## School Values:

Respect

Generosity

Love

Thankfulness

Honesty

Courage

Each classroom has six coloured pots that link with each of the school's core values. Children can be given / awarded a values token for any value at any point in the day, by any adult in school. These are added to the relevant values pot. Each class should set themselves a target to achieve well in collecting values tokens.

## In-Class Rewards

Good behaviour, work and effort should be praised and celebrated so as to clearly define to the children what is expected and valued of them. In the classroom, the children can gain rewards for positive behaviour; these rewards include regular verbal praise ( as appropriate this should be drawn to the attention of the whole class), house points, stickers and Headteacher Awards. We also have randomised rewards, whereby children may have the opportunity to have a 'dip' in the class box (bucket of love) of prizes when they demonstrate exceptional work or follow our expectations of Ready, Respectful, Safe on a daily basis.

When a child completes some fantastic work or goes above and beyond on that day, then that child can move their names up on the Recognition Board/Bravo Board/Proud Cloud. The children then earn a house point.

Praise should be given much more often than criticism. Staff should aim to create a positive environment in which children develop a clear understanding and awareness of what is required. Staff may also choose to make a randomised phone call home to celebrate a child's successes with their parents/guardians.

## School Expectations

To ensure children are Ready, Respectful and Safe, all staff expect and support children to do the following:

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
Arrive at school on time. Have our equipment ready. Show that we are listening and ready to follow instructions. Follow instructions and routines. Try our best – don't give up! Wear the correct school uniform and PE kit. Move around the school sensibly by walking and using a quiet voice.	Speak calmly and politely to everyone. One voice. Listen and follow instructions. Respect the views and opinions of everyone. Respect the property of our friends and the school, and our environment. Use good manners and treat everyone with kindness. Support the learning of others by not distracting them. Celebrate diversity.	Move around school in a safe manner. Follow instructions to keep ourselves safe around school and on school trips. Use equipment safely. Keep our environment tidy and safe. Stay safe online and outside of school. Show zero tolerance to bullying by reporting to a trusted adult.

The wording of these expectations can be amended to suit different age groups but the spirit and intention of the expectations should be retained.



## Consequences:

Not upholding school values and expectations result in a consequence which escalates on **each** occasion. On each occasion that the staff member issues a consequence two examples of good behaviour should be drawn to the attention of the children.

Staff should aim to deliver consequences quickly and efficiently, including on the playground and with a minimum of disruption to the lesson.

The consequences progress as follows:

- Stage 1 – First verbal warning.
- Stage 2 – Final verbal warning.
- Stage 3 – ‘Time out’ within the classroom/school area. Move away from the situation, sat watching others displaying good behaviour. This is always supervised.
- Stage 4 – ‘Time out’. Change of face/space for 15 minutes with the linked class/class teacher, then return to the classroom.

Year group:	In lesson change of face/space class:
R	Year 1
1	Year 2
2	Year R
3	Year 4
4	Year 3
5	Year 6
6	Year 7
7	Year 5

- Stage 5 – Reflection Time - miss part of break time. If behaviour is continued on returning to the lesson, the child is to miss part of playtime with the class teacher. Add to Arbor with a behaviour category and action the log with how the situation was dealt with. **A child might also miss part of their break/lunch where they have not completed an adequate amount of work, been distracted from their learning, or distracted others from their learning.**

Where poor choices are repeated across a number of days (using professional judgement), the teacher should communicate with the child’s parents/guardians via a phone call or speaking with them at the end of the school day.

➤ Stage 6 – Reflection Time - internal isolation with Senior Leader. Additional note added to Arbor by a member of SLT. Parents informed of repeated breach of behaviour expectations and severe incidents.

Where poor behaviour choices continue, or a severe act of poor behaviour takes place, the child will be spoken to by the Headteacher. Parents are informed and this could result in suspension.

Detention Y6 and 7 isolation may be extended after school for serious breaches of the behaviour policy.

Every child starts each day with a “clean sheet”. Consequences from the previous day are not to be carried over.

For serious acts of poor behaviour children can be referred directly to a member of, SLT or the Head without having to work through earlier sanctions.

Progress through the list of consequences on a regular basis will result in a review of the child’s behaviour and reported to parents so they are informed and involved.

The key to the success of our behaviour policy and procedure is **CONSISTENCY** and **FAIRNESS**.

All staff are therefore required to apply policy and procedure without exception.

**No “second chances” are to be allowed. If a child breaks a rule / consequence is applied automatically.**

**Every day is a new day.**

### **Monitoring and evaluation of the policy**

To ensure this policy is effective, it will be regularly monitored and evaluated.

Questionnaires completed by the whole school community, together with surveys, focus groups, children’s and parents’/guardians’ comments posted in the online ‘Worry’ box and bullying incident recorded on Arbor will be used to gauge the effectiveness of the policy.

## **Suspensions**

## **Rational**

We hope that through our use of behaviour procedures, and close consultation with parents over any learning and behaviour issues, that no child at St Barnabas would reach the level of needing to be suspended.

We see suspension as a final sanction, where warranted, which will only be used, after careful consideration, when all other possible sanctions have been tried and have been unsuccessful. Permanent exclusions will only be used as a last resort, in response to serious or persistent breaches of the School's Behaviour Policy. The handling of suspensions of pupils from school is governed by Education Acts and guidelines.

## **Grounds for Suspension**

The principles which underline a decision to exclude a pupil from St Barnabas are as follows: -

- A need to avoid risk and danger to pupils and/or staff. The bringing into the school of anything deemed to be an offensive weapon will result in the police being informed and a suspension
- Incidents which breach the law
- Persistent and severe bullying
- A single serious, major incident. In the case of a serious assault on another person occasioning injury, the Head will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action
- Constant disruption
- Verbal and physical abuse
- Deliberately spitting or coughing on or at any pupil or member of staff/adult
- Permanent exclusion will only be used when allowing a pupil to remain in the school would seriously harm the education or welfare of the pupil or others in school.

The Behaviour Policy identifies support mechanisms available to staff in their work with pupils whose behaviour is a cause for concern. If these fail to give successful results, the decision to exclude rests entirely with the Head. It can only be delegated to, or assumed by the Deputy Head in the Head's absence. The Governors' / LAB's role is to uphold or dismiss a Head's recommendation.

The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. The school will give particular consideration to the fair treatment of pupils from groups who are vulnerable to suspension. Disruptive behaviour can be an indication of unmet needs.

Whilst a single, major incident may justify suspension, continued failure to respond to other sanctions may also arise. In such cases incidents causing concern and actions taken must be fully and accurately recorded by the Head and staff concerned. If the school has a concern about pupil

behaviour, we will try and identify if there are any casual factors and intervene early in order to reduce the need for a subsequent suspension. This may lead to a multi-agency assessment that goes beyond pupil's educational need. Every effort will be made to discuss behaviour problems with parents and to seek co-operation in resolving problems before suspension is considered for any child.

**The Role of Governors / Local Academy Board (LAB)** - The Governing Body / LAB has the responsibility of setting down these general guidelines on standards of discipline and behaviour which reflect the school's ethos of positive behaviour and of reviewing their effectiveness.

The governing body / LAB will follow the WCF guidelines on suspension.

The governors / LAB supports the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school's behaviour and discipline policies but governors / LAB may give advice.

**The Role of Parents** - We hope to encourage parents to play a positive part in the resolution of any learning and behaviour difficulties. Every effort will be made to enable discussion to take place with the parent especially when suspension is being contemplated.

Where, despite approaches and the involvement of outside agencies, the school is unable to persuade a parent to visit and discuss problems; the matter will be passed to the governing body / LAB.

### **Fixed-term and permanent Suspensions**

Only the Head has the power to exclude a pupil from the school. The Head may exclude a pupil for one or more fixed periods for up to 45 days in any one academic year. The Head may also exclude a pupil permanently. It is possible for the Head to convert fixed term suspension into a permanent suspension, if the circumstances warrant this.

If the Head excludes a pupil they must inform the parents immediately, giving reasons for the suspension. At the same time the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body / LAB. The school must inform the parents how to make an appeal. The Head must inform WCF on all suspensions using the appropriate form.

The Head must inform WCF and the Governing Body / LAB of any permanent suspensions and about any fixed term suspensions beyond five days in any one term.

The Governing Body / LAB itself cannot either exclude a pupil or extend the suspension period made by the Head. The Governing Body / LAB has a discipline panel. This panel considers any suspension appeals on behalf of the governors / LAB.

When an appeals panel meets to consider any suspension, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the WCF and consider whether the pupil should be reinstated.

If a governors / LAB appeal panel decides that a pupil should be reinstated the Head must comply with this ruling. On reintegrating pupils back into school, they will meet with the Head / Deputy Head at 8.40 am on the first day back at school, with parents/carers, where discussions will take place for management of future behaviour.

The school should set and mark work for pupils during days 1 – 5 of the suspension and alternative provision must be arranged from the 6th day.

### **Monitoring and evaluation**

The Head monitors the effectiveness of this policy on a regular basis. They will also report to the governing body / LAB on the effectiveness of the policy and, if necessary, make recommendations for changes and improvements.

The school will keep a variety of records of misbehaviour. The class teacher will record incidents on Arbor. The Head will keep a record of any pupil who is excluded for a fixed term or who is permanently excluded. It is the responsibility of the Governing Body / LAB to monitor the rate of suspensions and to ensure that the school policy is administered fairly and consistently.

Where parents dispute the decision of a Governing Body / LAB not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an Independent review panel.

Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent suspension, parents can also make a claim to the First-Tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a Governing Body / LAB to reinstate an excluded pupil. However, where a panel decides that a Governing Body's decision is flawed when considered, in the light of the principles applicable on an application for judicial review; it can direct a Governing Body / LAB to reconsider its decision. If the Governing Body / LAB does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment. This payment will go to the Local Authority towards the cost of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs (SEN) all parents have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the suspension; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the suspension process, taking into account their age and understanding.

## Review

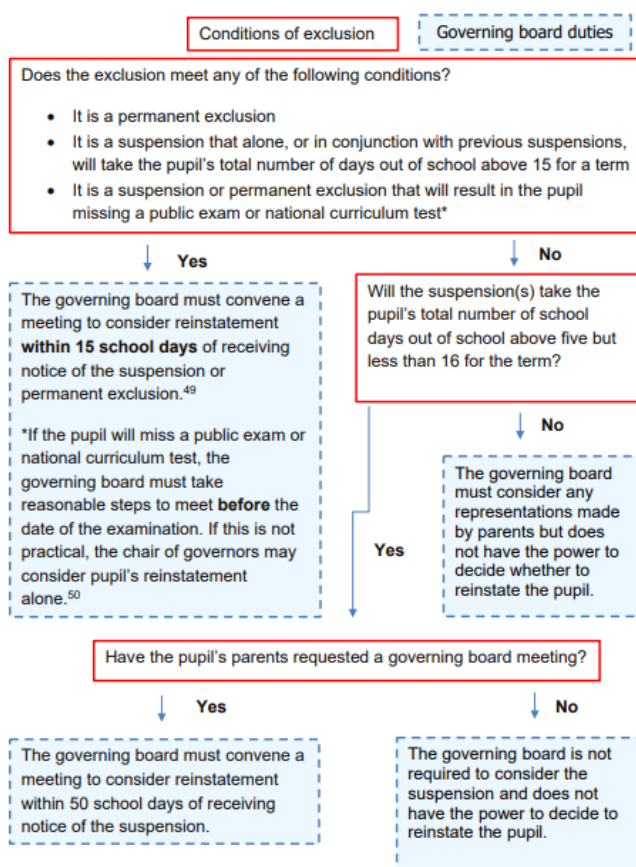
The governing body / LAB will review this policy every three years. The governors / LAB may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body / LAB receives recommendations on how the policy might be improved.

This policy is based on advice from the DFE guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/101597/Behaviour in schools guidance sept 22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101597/Behaviour_in_schools_guidance_sept_22.pdf)

### A summary of the governing board's duties to review the headteacher's exclusion decision



<sup>49</sup> The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

<sup>50</sup> The ability for a chair to review in the case of public exams refers only to maintained schools.

Reviewed September 2024