



Title: Whole School Behaviour

Reference and Source Documents:

The Education Act 2002, as amended by the Education Act 2011;
The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
The Education and Inspections Act 2006;
The Education Act 1996;
The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
School Attendance (Pupil Registration) (England) Regulations 2024
Local Authority Graduated Response to Preventing Exclusions 2024

The key purpose:

Supporting principles of whole school behaviour

Lead Staff Responsibility:

Head teacher- Sarah Hanson

Assistant head teacher and SENCo- Sarah Cotton

Governing Body Responsibility:

Full Governing Body

Reviewing Cycle and next date:

Annually. Next date Autumn 2026

Approved by Leadership Team on:

1.12.25

Approved by Governing Body on:

8.12.25

Behaviour Policy

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School Behaviour Guidelines

St. Barnabas CE Primary School with Green Lane Pre-School Vision

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all people** are **valued, encouraged and cared for**:

- **Inspire** each person to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, “Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.”

We aim to:

Inspire a positive approach to life and learning;

*Value and nurture each child as an individual: developing **resilience, independence, and an understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work and co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every child understand their **unique purpose and place in God's world**.*

1. INTRODUCTION

The Whole School Behaviour policy operates in conjunction with the following school policies [Policies & key documents – St Barnabas C.E. Primary School, Worcester \(st-barnabas-primary.worcs.sch.uk\)](#): and DfE Guidance for schools

- Anti-bullying policy
- Special Educational Needs and Disabilities (SEND) policy
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- DfE Exclusion Guidelines [Suspension and permanent exclusion guidance](#) updated August 2024
- Behaviour in Schools guidance (DfE)
- Keeping Children Safe in Education 2025 (DfE)
- Working together to improve school attendance (DfE)
- Mental health and behaviour in schools (DfE)
- Acceptable Use Policy
- Home School Agreement
- Understanding Your Data: a guide for school governors and academy trustees; and other relevant advice and guidance as part of their approach to using school suspensions and permanent exclusions well.

2. AIMS

St. Barnabas CE Primary School and Green Lane Pre-School is an equal opportunities school and behaviour is both taught and dealt with in line with our agreed policies. We recognise that high standards are best promoted when everyone (staff, parents, carers, governors and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good conduct, discipline and attendance, specifically teaching children how to manage their emotions and make positive behaviour choices, we can build individual and collective esteem and encourage good personal relationships.

Our policy also reflects the government's ambition to create high standards of behaviour in schools so that all children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil.

St. Barnabas CE Primary School follows the three principles of Ready, Respectful and Safe. Children learn about these principles in an age and stage appropriate way from the very beginning of attending school.

As a Voice 21 Centre of Excellence, we aim to use outstanding oracy skills to directly teach children how to articulate their needs, engage with their peers and school staff and conduct themselves in a positive way, so that every child can access and enjoy their learning and learn to self-regulate with age-appropriate independence.

We aim to:

- Ensure a safe, caring and happy school
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence
- Prevent bullying.

The Governing Body has a duty that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. No child will be discriminated against on the basis of protected characteristics such as disability, religion, race or beliefs. In all actions concerning children, the best interests of the child shall be a primary consideration, as stated in the Convention on the Rights of the Child, 1989.

3. Written statement of Behaviour Principles St. Barnabas C.E Primary School and Green Lane Pre-School

St. Barnabas CE Primary School follows the three principles of Ready, Respectful and Safe. Children learn about these principles in an age and stage appropriate way from the very beginning of attending our settings.

Everyone has a right to be safe, be listened to and to feel valued.

Every child has the right to learn and must be protected from disruption, harassment or abuse.

Staff and pupils are expected to have mutually respectful relationships at all times, including spoken language and actions. The fundamental approach is positive, recognising, drawing attention to and rewarding good conduct and mutual respect.

No child has the right to disrupt the learning or safety of others.

We do not tolerate any form of discrimination or harassment against pupils, staff or visitors. The headteacher has a duty to ensure that the standard of behaviour of pupils is acceptable and that pupils complete any tasks reasonably assigned to them in connection with their education.

Staff, student teachers and volunteers are role models of excellent conduct for pupils at all times.

Pupils are supported to take personal responsibility for their own actions in an age or stage appropriate way.

Consequences are used consistently and applied fairly, in line with the behaviour policy.

Consequences will take into account any relevant SEND and the needs of the most vulnerable and, are applied within a context of safety, care and support. The school will always seek to identify any causal factors and intervene early in order to reduce the need for exclusion from school.

The school governing body and leadership team will use their best endeavours to ensure the appropriate special educational provision is made for pupils with SEN having regard to the Special Educational Needs and Disability Code of Practice.

The school operates restorative practices wherever possible.

Suspensions and Exclusions are always a last resort.

Families are involved in supporting school in managing unacceptable behaviour or incidents, so that their child can thrive and be successful in school and, to foster good relationships between home and school.

Where there are significant concerns over a pupil's conduct we aim to work collaboratively with parents or carers to share the strategies. Approaches and agreed actions may be recorded in an Individual Provision Map or a Pastoral Support Plan.

School will work closely with outside agencies who support children and families with conduct, behaviour and social emotional development.

These include: The Behaviour Support Outreach Team from Perryfields Short Stay School, Complex Communications Team (CCN), Early Help, Educational Psychology, CAMHS WEST team, MELO (Onside Advocacy), Reach4wellbeing, Early Years Inclusion Team, MentorLink and Community Paediatric Team.

The Governing Body emphasises that violence or threatening behaviour towards pupils or adults will not be tolerated under any circumstances.

This written statement of behaviour principles will be reviewed and approved by the Full Governing Body annually.

4. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, to report regularly to Governors, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and adults in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of expected conduct and behaviour, by noticing and rewarding good conduct and discipline and, by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of unacceptable conduct or behaviour.

The Headteacher has the responsibility for giving fixed-term suspensions or exclusions to individual children for serious acts of disruptive or dangerous conduct or behaviour.

Suspensions or exclusions must always be made in line with principles of administrative law and to be lawful, reasonable, fair and proportionate but can be used as a sanction when warranted as part of creating calm, safe and supportive environments where both children and staff can work in safety and are respected.

For repeated or very serious acts of anti-social, disruptive or dangerous behaviour, the Headteacher may permanently exclude a child. Exclusion is always a last resort after all other strategies have been exhausted and the pupil behaviour cannot be remedied by pastoral processes or consequences within school.

The Head teacher is responsible for ensuring that a pupil is supported to reintegrate back into school successfully again following any suspension.

The Headteacher may address issues that occur outside of school, including on-line and can apply sanctions including internal or external suspensions, exclusions or other sanctions as appropriate if needed.

5. THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school principles of 'Ready, Respectful and Safe' are understood in an age and stage appropriate way. It is also the responsibility of the class teacher to see that conduct expectations and rules are enforced in their class, and that their pupils behave in a safe and responsible manner both in class and around school.

The class teachers in our school have high expectations of all children in terms of conduct and behaviour, and they strive to ensure that all children work to the best of their ability. They promote and reward good conduct and positive behaviour choices.

The class teacher treats each child fairly and with respect, enforcing the school rules consistently. They support pupils with SEND to understand and follow the school principles of 'Ready, Respectful and Safe' and make adaptations to help them be successful where needed.

The class teacher, with advice and support from the SENCo or Headteacher, makes their best endeavours to adapt and provide for pupils with additional needs having regard to the Special Educational Needs and Disability Code of Practice.

It is the responsibility of the class teacher or team leader to record significant incidents of inappropriate conduct, to seek support and advice and to escalate any ongoing concerns to the SENCo and/or headteacher as appropriate.

Teachers may confiscate pupils' property if appropriate – it is our practice to return this to the pupil or to their parents or carers.

Teachers are responsible for ensuring that a pupil is supported to re-integrate back into class successfully again following any internal sanctions or suspension and to prioritize re-establishing a calm, safe and purposeful learning environment for all pupils where this is needed.

6. THE ROLE OF SUPPORT STAFF

It is the responsibility of all staff to ensure that the school principles of 'Ready, Respectful and Safe' are reinforced in class and around school, and that pupils behave in a responsible manner at all times. All support staff work in conjunction with class teachers and senior leaders to give every pupil encouragement, support and clear boundaries so that learning and safety are not compromised.

The staff have high expectations of all children in terms of conduct and behaviour, and they strive to ensure that all children work to the best of their ability.

All support and non-teaching staff treat each child fairly and enforce the school principles and rules consistently and treat all children with respect and understanding.

Support staff should report any significant incidents to the class teacher or senior leader and these are recorded as appropriate.

7. PARENTAL INVOLVEMENT

Staff welcome early contact if parents or carers have a concern about their child's or another child's conduct or behaviour. If parents and school work together, we believe that the discipline, conduct and behaviour of pupils will be maintained and respected by all. This is promoted in the home-school agreement.

Parents and carers can help in the following ways:

- By ensuring that their child attends school regularly and on time, unless they are unwell.
- By ensuring that their child has the appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that their child shows a proper regard for other people's property, buildings and the environment, in an age and stage appropriate way.

- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, carers, pupils and teachers.
- By monitoring their child's online conduct and behaviour and supporting them to behave appropriately both online and offline.

We value our partnership with parents and carers and encourage involvement in all aspects of school life including discipline, conduct and behaviour so that every child can learn well and benefit from their education.

We aim to:

- Welcome parents and carers into school and make them feel valued.
- Develop good communication between home and school.
- Address any raised concerns and work collaboratively to make improvements for the benefit of their own child and other pupils and staff.

Parents or carers have a clear role in making sure their child is well behaved at school. If they do not, the **school or local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents or carers must take responsibility for their child, if suspended, and ensure that they are not in a public place without good reason during school hours within the first five school days of any suspension.

Parents or carers must also ensure that their child attends the suitable full-time education provided by the school Governing Body or the Local Authority from the sixth day of suspension.

Parents or carers are expected to attend a reintegration meeting following any fixed period suspension from primary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school or Local Authority** applies for one.

8. SCHOOL RULES

Our school has two sets of rules – one for St Barnabas and one for Green Lane. These are visible around school and referred to regularly. All rules are revisited regularly.

Green Lane Pre-School

Kind words

Kind hands

Kind feet

In school we refer to **STEP UP** for good manners. This stands for **Sorry, Thank you, Excuse me and Please.**

This reinforces expectations and encourages social confidence, good manners and positive and appropriate relationships.

St Barnabas CE Primary School



9. DEALING WITH EMOTIONAL AND BEHAVIOURAL CHALLENGES IN SCHOOL

Children with low self-esteem and/or communication needs can also lack self-confidence, often making it difficult for them to manage school life effectively. They may also:

Find it challenging to communicate their needs or understand the communication of others

Feel frustrated, angry, anxious or sad on a regular basis

Have little interest in learning

Lack social skills and have difficulty making and maintaining friendships

Lack empathy and an understanding of their impact of their words and actions on others

Engage in deliberate misconduct

Are more likely to be teased or bullied

Become withdrawn and hard to reach

Submit to peer pressure

Use self-defeating strategies to tackle challenges like quitting, avoidance or low-level disruptive behaviours

May display aggressive behaviours towards others

Have difficulty sticking up for themselves.

The most important aspect of trying to develop and improve a child's self-esteem is to build a positive and trusted relationship. Strategies could include, for example,

- Taking the time and space to get to know a child and what is motivating them or acting as a barrier to learning
- Using positive praise
- Trying to focus on their strengths and successes rather than their weaknesses or what has 'gone wrong'
- Addressing any unacceptable conduct in a safe space and with a way forward to make amends and take a different course of action in future
- Setting firm but fair boundaries and always within a context of being a valued individual
- Helping them to know that they are valued, included and cared for
- Building their resilience and introducing new challenges gradually
- Helping them to make their own choices and pursue their own interests, talents and strengths
- Setting reasonable goals
- Helping them develop self-advocacy

10. The THRIVE approach to behaviour management:

St. Barnabas uses the Thrive approach throughout school to promote healthy social and emotional development. Children in all year groups and classes are screened termly and action plans created to address the social and emotional needs of specific cohorts. Whole class strategies are used on a daily basis.

If the screening identifies that a pupil is working significantly below their age in social emotional skills, parents or carers are informed and the pupil is given individual sessions with a trained practitioner. Progress is monitored half termly and strategies shared with parents and class teachers.

11. Trauma Informed Practice

At least one member of staff is TISUK trained and all staff working with children have regular training in the core principles of Trauma Informed Approaches to supporting behaviour.

Core principles of Trauma Informed Practice (TIP) are:

1. Safety first:

Create a physically and emotionally safe environment so that pupils feel secure and less likely to engage in misconduct.

2. Understanding the Root Cause:

Recognise that challenging behaviour may stem from past trauma, stress responses, or feelings of threat. Instead of asking "What's wrong with you?", TIP asks "What happened to you?".

3. Regulation Before Discipline:

Support emotional regulation through calming strategies (breathing, sensory tools, movement breaks) before applying consequences.

4. Relationship Building

Strong, consistent, and trusting relationships reduce fear and help pupils feel valued, which lowers behavioural incidents.

5. Predictability and Structure

Clear routines and expectations reduce anxiety and prevent triggers that lead to challenging behaviour.

6. Restorative Responses

Instead of punitive measures, TIP uses restorative conversations to repair harm and teach coping skills.

7. Staff Self-Regulation

Adults model calm responses and avoid escalating situations, understanding that trauma can make pupils hyper-sensitive to tone and body language.

School employs a qualified teacher who is also a qualified child-counsellor as a Learning Mentor, to support children for a range of reasons which include difficulties with engagement in learning; self-esteem; friendship and/or regulating behaviour.

12. SUPPORTING POSITIVE BEHAVIOUR

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Leaders and the Special Educational Needs Coordinator.

- **Restorative Practice** Our approach is a way to deal with conflict by focusing on repairing any harm that has been done. This strengthens relationships and enables our school community to work towards our values.
- **Rules** Remind children of expectations – ‘Ready, Respectful, Safe’.
- **Distraction** If a difficult situation is likely to develop or a particular time of the day is identified as a trigger point, distract the child's attention e.g. give a specific task, engage in play or a chosen activity etc.
- **Modelling** Indicate role models displaying appropriate behaviour and give ‘proximity praise’ such as, ‘I love the way you are helping each other with your coats’. Adults must always be good role models.
- **Positive ignoring** Where practical, ignore some low-level inappropriate behaviour and praise appropriate behaviour (role models).
- **Positive Choices** Reminders and warnings – Giving two clear choices, both of which lead to a positive outcome.
- **Consequences and warning:** Stating the positive rewards and explaining simply the consequences of not making a good choice. ‘If you do this, then this will happen’ (positive outcome). ‘If you choose to do this, then this will happen’ (negative outcome).
- **Change of adult or Time Out** Sometimes a change of adult can help diffuse a situation. Sometimes a short period of ‘time out’ gives an opportunity to work under supervision but away from the classroom situation or take a period of reflection. Moving away to a different space can be helpful.
 - Any serious or ongoing incidents are recorded on CPOMS.
 - **Individual Behaviour Targets** Personalised targets or an individual behaviour plan can be helpful. Depending on the age and developmental stage of the child this may be a simple colour coded log, photos of the child behaving well as a visual reminder, an ABCC chart or a positive behaviour contract. Other pupils who are already on the SEND register may have specific behaviour targets on an Individual Provision Map (IPM) or on a Pastoral Support Plan (PSP). Parents or carers are involved and informed if their child has an IPM or a PSP.
 - **Internal suspension**- A short period away from the rest of the class or group can be an appropriate sanction. This is to help the child recognise where their behaviour has been unacceptable and to regulate their own emotions so that they can be supported to work towards restorative justice.

This is recorded on our secure, on-line safeguarding and behaviour system, CPOMS. Parents and carers will always be informed if their child has received an internal suspension.

13. POSITIVE HANDLING

In a school, positive handling can be used to keep an individual safe or prevent someone else from being hurt.

- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so and, if their remaining in the classroom is harmful or disruptive to other pupils;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or the safety and wellbeing of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of positive handling are recorded in a bound school log and on CPOMS. Parents and carers are always informed by a senior member of staff on the same day if their child has needed to be positively handled or physically restrained for any reason.

Positive handling and physical restraint is always a last resort.

Positive handling can be used where pupil or staff safety is compromised and the pupil is unable or unwilling to respond to de-escalation methods.

All staff receive regular training to support positively handling children and de-escalating challenging behavioural situations.

14. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour, learning behaviours and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, consequences should be needed only for a minority of children or where a child has made a 'one off' poor choice.

Rewards should be applied in a fair and consistent manner.

Rewards at St Barnabas include:

- Verbal praise

- Positive noticing
- Teachers or senior staff sharing praise with parents or carers
- Positive notes home
- Positive phone calls home
- Stickers and stamps
- Class reward: e.g. Marble or pompom jars filled, leading to a whole class reward
- Class recognition boards
- Certificates in celebration
- Assemblies – star of the week, term, sports star, artist of the week etc.
- Newsletter going home
- Sharing excellent class work
- Golden Welly award for OPAL play (this may be given to an individual, pair, group or even class)
- Earning key responsibilities or roles

These can be given to individual children, small groups, classes or year groups as appropriate by all staff both at lunch or break times and during lessons.

15. CONSEQUENCES or SANCTIONS

The following consequences or sanctions can be used by the class teacher:

- Redirection - a reminder of the rules, delivered privately or quietly wherever possible. Encouragement to get back on track, a 'nudge' in the right direction. A reminder of expectations. De-escalate where possible.
- Child to sit by/walk with an adult
- Time out e.g. outside area under supervision, another group, another class
- Loss of playtime or playing in a supervised area away from the vast majority of children
- Withdrawal of privilege relative to the misbehaviour or poor conduct
- Child sent to another appropriate adult
- Reflection time

- Parents or carers informed and involved in the behaviour management process
- Incident logged on CPOMS
- Individual Behaviour Plan or ABCC record
- Individual report card
- Referral to Senior Leader /Headteacher who may decide on the following:

Further Sanctions

In addition, the class teacher can seek the involvement of a member of the senior leadership team or the Headteacher who will also try de-escalation approaches or can impose further sanctions.

- Other supportive actions, such as leaving school a few minutes earlier than peers to avoid a specific conflict or trigger; a period of time on an alternative playground, quiet space or classroom.
- Internal suspension (removal from class for a fixed period of time and to work supervised by a senior member of staff)
- Ask parents or carers to bring children to and from school to promote smoother school transition
- Suspension from school
- Permanent exclusion
- Exclusions will be carried out in accordance with DfE Guidance and LA policy and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short internal exclusion or suspension allows an opportunity for all key adults to discuss concerns and find a way forward.

“Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

“For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected”.

Exclusion from maintained schools, academies and pupil referral units in England. Statutory Guidance Aug 2024

16. Early support and help for your child

If a child is finding it difficult to follow our school behaviour policy, or to understand how to be Ready, Respectful and Safe in an age or stage appropriate way, we will work with parents and carers to find out why this is.

Parental or school concerns about the support a child might need could include:

- meeting any special educational needs
- meeting needs which arise due to a child's disability
- any health needs (mental or physical)

Where possible, any support for behaviour will be put in place as soon as possible. This could include finding creative ways to help a child behave well. Support can take place outside of the classroom either in small groups or in one-to-one activities.

Parents and carers are always asked to remain open to communication with school around the support being provided and how we can work collaboratively to improve the situation.

17. Pupils with special educational needs or a disability (SEND)

The Governing Body at St. Barnabas CE Primary School with Green Lane Pre-School is responsible for making sure the school is run well and has policies in place that promote good behaviour.

The Governing Body has a legal duty to ensure the right support for pupils who have SEND.

The law does not prevent your child from receiving a sanction for misbehaviour, but schools do have a legal duty, under the Equality Act 2010, not to discriminate against a child because of their disability.

18. Reasonable adjustments

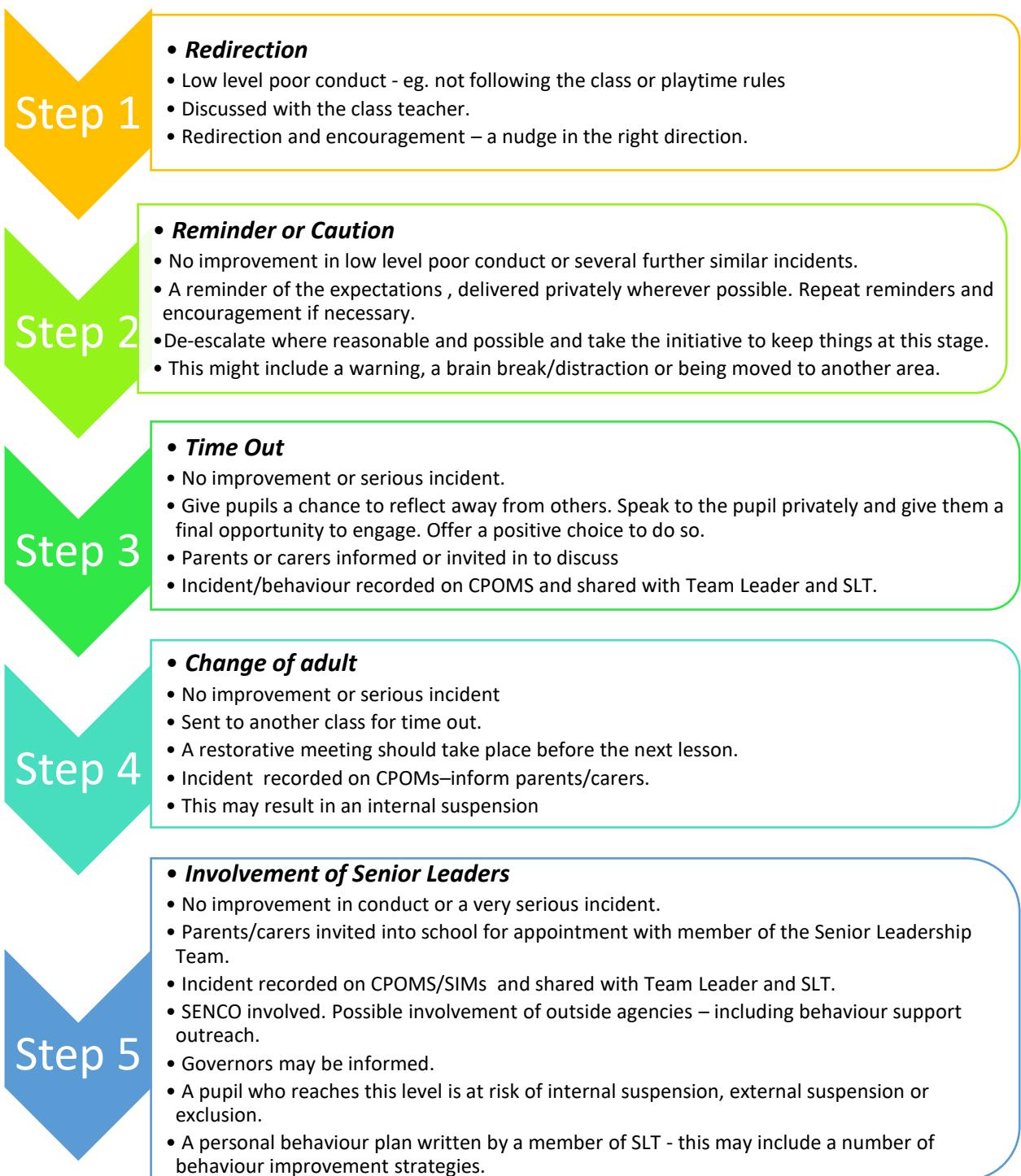
We do not assume that because a child has SEND, it must have affected their behaviour on a particular occasion. When dealing with any significant behavioural incident or on-going difficulties, the headteacher, SENCo and other key school adults will consider whether a child's SEND has contributed to their behaviour, and whether it is therefore fair and lawful to sanction them because of this.

We consider whether there are any triggers of misbehaviour so we can support all pupils with SEND to behave well. We also make reasonable adjustments for a pupil with a disability towards a specific rule or type of sanction. For example, a very young child with a significant speech, language and communication need may have a limited understanding of what 'Ready, Respectful and Safe' means.

19. Education, health and care (EHC) plans

If a child has an EHC plan, the SENCo or Headteacher will speak to parents and carers about any concerns around a child's behaviour at an early stage. We also liaise with the local authority and may consider requesting an early annual review. This is when your local authority reviews your child's EHC plan to make sure it is kept up to date.

20. STAGES OF INTERVENTION



21. PROCESS AND RECORD KEEPING

- Where behaviour or conduct is persistently below the standard expected it will be discussed at consultations with the parents or carers or at other informal meetings.
- If the problem is more serious, strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. Support may include additional TA time and/or additional lunchtime support allocated to implement strategies to improve behaviour.
- If the behaviour or conduct does not improve, with parental consent, a child may be referred to outside agencies for support. The pupil would then be on the SEND register, if not already, and the parent involved in regular reviews as detailed in the SEND policy.
- Where pupils reach SEN Support and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents or carers are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour or conduct is not improving in response to the above strategies, the Head and SENCo may set up a Pastoral Support Plan with a view to preventing the child from being suspended or excluded. This plan will involve the parents or carers, pupil, teachers and TAs and any external professionals involved with the child.
- Parents can seek additional support by accessing further information on our website: [Safeguarding – St Barnabas C.E. Primary School, Worcester \(st-barnabas-primary.worcs.sch.uk\)](https://st-barnabas-primary.worcs.sch.uk/)
- In very extreme circumstances, the Headteacher may suspend a child from school either for a fixed period or exclude indefinitely (permanent exclusion).

22. SUSPENSIONS and EXCLUSIONS

For the vast majority of children, suspensions and permanent exclusion are not necessary, as early support and a united approach between home and school can manage most children's behaviour. Occasionally a suspension or permanent exclusion can be necessary as a last resort.

St. Barnabas CE Primary School follows DfE Guidance when considering whether it is appropriate to suspend/exclude a child.

[Suspension and permanent exclusion guidance](https://www.gov.uk/government/publications/suspension-and-permanent-exclusion-guidance) updated August 2024

Reasons and recording exclusions

"The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive and is intended to offer examples rather than be complete or definitive”

DfE Suspensions and Exclusions updated August 2024.

- 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 that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Notification of a Suspension or Exclusion

1. Parents or Carers will be notified as soon as possible of the decision to suspend a pupil and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day or as soon as reasonable afterwards.
2. Occasionally, the full details of a behaviour incident may not be known until all of the facts have been gathered, which may be after school, depending on the situation. If the decision is made to suspend following further information becoming apparent, the parent or carer will be fully informed as soon as practicably possible.
3. If a pupil has a social worker, or if a pupil is looked-after, the headteacher will, without delay after their decision, notify the social worker and/or VSH, as applicable.
4. When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.
5. In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
6. A pupil who has been suspended/excluded will have the reason explained to them by a member of staff so that they understand the nature of their misbehaviour.
7. The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Early Help, Behaviour Support Team, Attendance Service or the Local Authority.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following suspension, the child will

be able to return to school and that further input will promote a more positive attitude and a subsequent improvement in behaviour and safety.

8. The Chair of Governors and relevant school staff will be notified in writing of all suspensions the same day of the production of the suspension letter with reasons for the suspension clearly outlined.
9. All suspensions are recorded on SIMS and reported to the Local Authority on the same day or as soon after as reasonably practicable. Permanent Exclusions are reported to the LA Inclusion Team on the same day.

Pupils Returning from a Suspension

All pupils returning from a Suspension are required to attend a reintegration meeting, accompanied by a parent or carer. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between pupil, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- The school must explain in a letter how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion.

Off Rolling and Unlawful Exclusions:

St. Barnabas CE Primary School does not off-roll pupils or use unlawful exclusions at any time. Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this is to be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to the relevant parts of the DfE guidance listed above.

Safeguarding:

St. Barnabas CE Primary School has a statutory duty to make arrangements for safeguarding and to promote the welfare of their pupils. This includes if a pupil is suspended or excluded from school for any reason.

Appeals

All correspondence regarding an exclusion from the school will inform parents or carers of their right to appeal to the Governing Body against the decision to exclude. This

procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

The clerk to governors can be contacted via the school office office@st-barnabas-primary.worcs.sch.uk or 01905 22766 or by letter marked for the attention of the clerk to governors.

Further information can be found on Worcestershire Local Authority website:

[Exclusions and fair access | Worcestershire County Council](#). This includes the LA Graduated Response to preventing exclusions and advice about fair access.

Whole School Behaviour Guidelines

We believe that positive behaviour is at the centre of a happy school and essential for successful teaching and learning. We have a restorative approach where children are encouraged to reflect on their behaviour and strive towards our school values.

Parents, carers, teachers, support staff, pupils and governors all have a role in helping to establish and maintain good behaviour at St Barnabas.

We aim:

- ✓ To encourage the development of independence and the fostering of self-discipline, good manners, cooperation, tolerance and respect for others.
- ✓ To recognise and reward positive behaviour.
- ✓ To operate effective consequences

We believe that children learn best when they are happy, confident and secure in the knowledge that they are appreciated and valued. We seek to promote a caring community at St Barnabas in which responsibility, consideration for others, empathy and politeness are highly valued and encouraged. To maintain this purposeful environment, we have high expectations of everyone working in school.



At St Barnabas we ask that everyone promotes and follows the following school rules:



Parents or carers with worries about their children are welcome to arrange a time to talk to class teachers, team leader, SENCO, Deputy head teacher or Head teacher.

Rewards

We recognise that to maintain high standards great emphasis needs to be placed on rewarding positive attitudes and behaviour. As such, rewards, praise and congratulations are essential elements of our practice. Pupils will achieve more, be motivated and well behaved when we notice, celebrate and recognise their successes.

Rewards include verbal praise, positive notes home, positive phone calls home, stickers and stamps, sharing excellent class work, class reward: e.g. marble/pompom jars, class recognition boards, certificates in celebration assemblies – star of the week, term, sports etc. and newsletters going home

Lunchtime Supervision

We recognise and value the important role our Play Team take in promoting positive conduct and behaviour. Class teachers are informed of serious lunchtime incidents. If a child is not behaving in a safe or respectful manner during OPAL play, they may be referred to a senior member of staff.

Consequences

When there are incidences of poor conduct we hope to show that we disapprove of the person's actions and not of them as a person. We also hope to give a child a way to improve their behaviour. If inappropriate behaviour is ongoing or serious, we involve parents or carers at an early stage. For low level incidents, we use a range of consequences, as appropriate.

An important part of our behaviour plan is the consistent use of rewards and consequences. If children do not keep our school rules we have 5 steps of intervention. At each stage, a number of support strategies are put in place to enable children to reflect on their behaviour and engage positively with their learning.



*CPOMS is our on-line record keeping system