



Griffin Primary School

Behaviour including Suspension and Exclusion Policy

1	Summary	Behaviour including Suspension and Exclusion Policy			
2	Responsible person	Tom Havercroft			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team			
6	Who has been consulted and recommended policy for approval	Local Governing Body			
7	Approved by and date	LGB 14/8/23			
8	Version number	4.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

Contents

1. Linked policies	4
2. Aims and objectives	4
3. Behaviour management systems and structures	4
4. Recording and reporting inappropriate behaviour	5
5. SEN/SEMH Behaviour	6
6. Fixed-Term Suspensions and Permanent Exclusions.....	6
7. Statutory guidance	7

1. Linked policies

This Policy must be read in conjunction with the Safeguarding and Child Protection, Anti-Bullying, Anti-Racism and Positive Handling Policies.

2. Aims and objectives

It is our aim at Griffin Primary School that everyone feels valued and respected and is treated fairly. We are a caring school and our values are built on mutual trust and respect.

The Behaviour Policy supports the way in which all staff and children can work together to promote an environment in which everyone feels happy, safe and secure. We expect everyone to behave in a considerate way towards others, and that our staff as behaviour experts will model and teach the behaviours that will help the children become caring citizens. We treat all children fairly and apply this behaviour policy consistently.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

3. Behaviour management systems and structures

Green behaviour and traffic lights

All staff have high expectations regarding behaviour and that every child will be in green. All staff are consistent and persistent in ensuring children understand what green behaviour should look like by using clear and concise language when setting expectations and giving instructions. It is a requirement that the spoken culture is the same across the school.

Examples of language used by staff:

- [Child's name], you need to.....
- I'm looking to see green sitting, listening, walking, talking, etc.
- In this school we ...
- Show me active listening, your best handwriting, fantastic effort.
- To be in green you need to ...
- When I see you are... then I will know you are ready to...

The school makes sure that the children are aware of what green behaviour looks like by having the school behaviour aims displayed around the school. Classes will hold regular discussions about what green behaviour means for their year group.

Traffic lights are used in every classroom as a visual tool to indicate level of behaviour for each child. If a child's behaviour is inappropriate a warning and a clear reminder of what green behaviour should look like will be communicated to the child. If the child does not alter their behaviour then the adult will move their name into amber, and tell

them what positive action they need to do to get back into green. If a child is moved into red a consequence or a sanction could be put into place by the class teacher, Assistant Heads or Head of School.

Children are asked to reflect on their behaviour, learn from the experiences and suggest what they would do in the future. Staff will lead conflict resolution and positive debriefs of incidents to support the children in making better choices in the future. Each behaviour incident is a learning opportunity for the child, and a chance for the staff to equip them with alternative actions should the same stressors arise later.

Rewards

Our rewards system is based on children receiving regular praise and intrinsic rewards, which must be explicitly linked to the behaviour that earned the praise. For example, "Well done!" becomes "Well done for doing the best work you can, I can see that you've tried really hard to write neatly!"

Children can earn TEAM Points for their positive actions at all points throughout the school day. Class teachers will divide their class into four teams. TEAM stands for: Teamwork, Effort, Attitude and Manners. It is the responsibility of the staff to add value to TEAM Points through their enthusiasm and their linked use of praise.

Each opportunity to give meaningful praise should be taken as a way of signaling clearly to the children when they are doing the right thing. Most importantly, children should be praised for specific reasons linked to TEAM, rather than linking praise to academic success or offering superficial praise without a clear reason. This is proven to promote more resilient, hardworking and ambitious learning behaviours in children. At the end of each week, the team with the most points will earn a reward to enjoy in class. Once TEAM points are awarded they **cannot be taken away**.

At several points throughout the day, classroom staff should highlight achievements and successes made by the children in their class with a Marvellous Me award. Badges will be sent to parents virtually, along with a message from the teacher about why the child has been rewarded today. Parents know to praise and reward their child at home if they receive a Marvellous Me, as they have a high profile throughout school and are considered a big deal.

Finally, children can earn the recognition of their peers each week by being awarded their class Star of the Week Award. Teachers and support staff will highlight one outstanding example of learning behaviours per week to celebrate with the whole school.

4. Recording and reporting inappropriate behaviour

All incidents of inappropriate behaviour (i.e. bullying, absconding, damage, assault, serious disruption or persistent low-level behaviour) are recorded on CPOMs which alert the Head of School, Assistant Headteachers, Designated Safeguarding Lead or class teachers. Where a pattern of negative behaviour emerges, parents/carers will be invited in to discuss ways forward with school staff. All staff are responsible for behaviour management at Griffin and all behaviour is addressed.

5. SEN/SEMH Behaviour

This section of the policy should be read alongside the SEN Policy.

All staff at Griffin Primary School understand that negative behaviours may be a sign of underlying unmet needs, including SEN and SEMH (Social, Emotional and Mental Health) difficulties. These can be misattributed to poor attitudes if not understood correctly. Examples of behaviour that may indicate SEN/SEMH needs may include:

- Refusing to accept praise
- Oppositional defiance
- Difficulty with change
- Daydreaming
- Ignoring instruction
- Difficulty with transitions
- Task avoidance
- Mood swings
- Impulsivity

Where patterns of these behaviours emerge, staff will apply the behaviour policy while showing sensitivity to a possible underlying cause in post-incident discussion with the child.

If a child's behaviour repeatedly raises concerns requiring support beyond the remit of this policy, staff will contact the child's parents/carers and arrange a meeting in order to discuss the situation, with a view to help the child improve their behaviour. A Behaviour Plan will be put into place through discussion between the Class Teacher, Behaviour Lead, SENCO, Headteacher and the child's parents and reviewed over a period of 6 weeks. The priority will be to continue addressing behaviour issues while identifying any appropriate SEN/SEMH pathways to begin to meet needs effectively.

Once potential areas of need have been identified, a planned programme and adaptations to provision (APDR) will be put into place to address the child's behavioural needs and these will be reviewed and monitored as stated in the SEN policy. The Behaviour Lead works closely with the SENCO and external agencies to implement programmes specifically designed for a child's needs. Where appropriate this includes supporting applications for an EHCP.

Behaviour Plans and APDR targets for behaviour are designed work alongside this Policy.

6. Fixed-Term Suspensions and Permanent Exclusions

Our school aims to ensure that:

- The suspension and exclusions process is applied fairly and consistently;
- The suspension and exclusions process is understood by governors, staff, parents and pupils;
- Pupils in school are safe and happy;
- Pupils do not become NEET (not in education, employment or training).

The decision to suspend or permanently exclude

Only the Head of School can suspend a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions and suspension procedures to ensure that every child receives an education in a safe and caring environment.

A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend a pupil, either as a permanent exclusion or for a fixed period, the Head of School will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has additional needs, including SEN and SEMH difficulties

When a pupil has been suspended, the Head of School is responsible for informing the LA, the pupil's social worker and Virtual School Head (where applicable).

A suspension can be cancelled before it starts. Parents/carers, the LA, the pupil's social worker and Virtual School Head (where applicable) must be notified and a reason for the cancellation of the suspension given. Parents/carers must be offered the opportunity to meet with the Head of School to discuss the circumstances which led to the cancellation.

Following a suspension, the pupil cannot return to school without a reintegration meeting taking place. This must be attended by the pupil and their parent/carer. The Head of School will lead the meeting, and other members of school staff e.g. phase Assistant Headteacher and/or class teacher may also be invited to attend.

7. Statutory guidance

The school strongly feel that exclusions must be used only as a very last resort. On the rare occasion a suspension or permanent exclusion is issued, this is carried out in line with current DfE suspension and permanent exclusions guidance. This can be

viewed on this link: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

8. Monitoring and Review

The Head of School and the Senior Leadership Team monitor the effectiveness of this policy on an annual basis. The Head of School reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for amendments.

This policy will be reviewed annually.