



## Behaviour Policy 2023

This policy was updated: September 2023

This policy will be reviewed: September 2024

Signed by Headteacher: .....

Signed by Chair of Governors: .....

Date: .....

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## Rationale

Our aim is for the school to always be a safe environment in which all pupils can learn and reach their full potential. Our behaviour policy is designed to ensure children experience a consistent and clear response from all the adults in school so that inappropriate behaviour is minimised and learning can take place without disruption.

We have high expectations of our pupils and believe that good behaviour is essential if effective teaching and learning are to take place. This policy has been written so that all of us - members of staff, parents, carers, pupils, and governors - can work together to achieve outstanding behaviour, attitudes and standards of work in our wonderful, inclusive school.

## Our Studley Green Code

As a school, we have created a set of rules for everyone to follow. We call this the Studley Green Code:

- ★ Be kind
- ★ Work hard
- ★ Act safely
- ★ Move calmly
- ★ Show respect

This code is designed to be easy to understand for all children, in every year group and in any situation.

## Our Values

To support our pupils to grow into confident and successful individuals we constantly refer to our school values of respect, kindness, positivity, resilience, responsibility and honesty. Our intention is that every child has each of our six values as part of their character. The routines that we use in school give pupils opportunities to practise behaviours that correlate to our school values. The aim is that by repeatedly practising these values through our routines, the behaviours become a habit and ultimately part of our pupils' character.

### RESPECT

We are polite, listen to others and celebrate diversity.

### KINDNESS

We are considerate, generous and friendly to all.

### POSITIVITY

We are grateful, try new things and smile at everyone.

### RESILIENCE

We persevere, learn from our mistakes and master our emotions.

### RESPONSIBILITY

We are dependable, helpful and make good choices.

### HONESTY






We are trustworthy, true to ourselves and apologise when we are wrong.

## The Studley Green Way

At Studley Green, we believe that children should be taught how to behave rather than just being told. Because of this, we teach all of our pupils a behaviour curriculum which we call 'The Studley Green Way'. The behaviour curriculum defines the expected behaviours in school and is centred on consistent routines that lead to positive habits. The repeated practice of the expected behaviours promotes the values of the school, positive behavioural norms, and certainty of the consequences of unacceptable behaviour. Some of the routines that are used throughout the school are Fantastic Listening, Fantastic Walking, 1, 2, 3, and silent signal.






### Fantastic Listening

We use Fantastic Listening to give 100% of our attention to our learning.

	Face forwards, hands together
	Always sit up straight
	Never interrupt
	Track the speaker
	Ask and answer questions







### Fantastic Walking

We use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted.

	Silent
	Single file
	Left-hand side
	Walk tall with hands behind back
	Smile!




### 1, 2, 3

We use 1, 2, 3 so that we are ready to listen to the teacher's instructions and to help us get ready to move around the school.

		Sit up, with arms folded, facing the adult, ready for an instruction.
		Stand up in silence, tucking in your chair if necessary.
		Form a line showing Fantastic Walking.

### Silent signal

We use silent signal so that we can quickly get everyone's attention for instructions or announcements.

	An adult holds their arm high in the air.
	As soon as you see the raised hand, immediately raise your own hand and stop talking.
	If you haven't noticed the adult but see anyone with their hand up, immediately raise your hand and stop talking.

## **Staying on Green**

All classes use a traffic light behaviour system. All children start the day on green and our expectation is that they will remain on green all day. We have high expectations for all children and staying on green means they have met these expectations. It means they are following the school rules, listening to others, following instructions and working hard in lessons. If a child is moved to amber or red, they are able to work their way back to green once the sanction has been completed.

The principles behind the system are:

- Children get recognition for doing the right thing and doing what is expected of them
- No child is neutral; no child is forgotten or overlooked - The child who does everything expected of them in a quiet, unassuming way is still recognised if s/he is on green
- There is a presumption that the majority of children will be on green all the time
- Children who move away from green can work their way back. Pupils can turn a situation around by showing that they can make the right choices
- The consequences of not doing the right thing are clear
- All adults take responsibility for promoting positive behaviour
- The headteacher and members of the Senior Leadership Team are the last resort
- Behaviour can be guided in the right direction

As every child starts a new day on green, sanctions are dealt with on the day and with the exception of exclusions, do not continue to the next day.

## **Strategies used by all staff**

- Define what you mean by good behaviour
- Teach, don't tell, behaviour
- Build routines, habits and norms
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Don't wait for pupils to misbehave – be proactive
- Reboot expectations constantly
- Be consistent
- Constantly refer to the Studley Green Code and our values
- Record all Significant Behaviour incidents using CPOMs and inform a member of SLT
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner

## **Rewarding desirable behaviours and achievements**

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Through habitually recognising desirable behaviour and rewarding it, we reinforce the culture we want in our school and motivate our children to uphold it. Staff will aim to catch children doing the right thing and show our approval promptly. We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs.

We will seek to encourage and reward positive behaviour, good work or a demonstration of positive personal values by using a range of forms of recognition:

### **Individual rewards**

#### Daily

- Smiles and immediate praise.
- Public or private positive feedback to individuals or groups.
- Visual prompts to highlight an individual's good behaviour, e.g. stickers.
- Praising the child's behaviour through conversations with parents and carers.
- Teachers can send pupils with work of high quality or which shows significant progress for that child to a member of SLT for a headteacher's award. This will also be acknowledged in the celebration assembly.

#### Weekly

- Each week, during the achievement assembly, the class teacher chooses a child to receive a star award for consistently exemplifying one or more of our values. The headteacher will also select a child for a star award certificate.

#### Termly

- The biggest way in which we celebrate pupils showcasing our school's values is with our Ribbon Assemblies. The Ribbon Assembly occurs once every long term and in every class, 6 pupils are selected for having displayed our values consistently (respect, kindness, positivity, resilience, responsibility and honesty). These pupils are held up as being role models in our school.

### **Class rewards**

- Class teachers may decide to have a whole class reward system.
- At every achievement assembly, the class that has read the most at home wins popcorn and hot chocolate.

### **Sanctions**

While we believe that our children can be proactively taught how to behave in school, we also accept that sometimes our school rules will be broken. In these situations, staff will need to use sanctions consistently and proportionately to deter poor behaviour and act as a guide for future behaviour.

A sanction gives an opportunity for the child to learn and better themselves and so after every sanction there will be a reflection conversation that frames the narrative:

- What did they do wrong in order to be there
- What they should have done instead
- How they can do better in the future
- A gentle reminder of what will happen if the behaviour is repeated
- An indication that once they show the expected behaviour they will move back to green
- A clear message that you want them to do better and believe they can

When dealing with behaviour incidents staff adhere to the following principles:

- Praise in public, reprimand in private
- Feedback is to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, the Studley Green Code rule that was broken and WHAT improvements the teacher or TA requires from the child.
- Sanctions should be proportionate to the behaviour. Some sanctions will require an immediate escalation of the framework (see examples of negative behaviour).

Tiered sanctions allow staff to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children, the reminder and verbal warning are enough to encourage them to do this. However, at times, when children may be exhibiting a range of disruptive or difficult behaviours it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour. Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit disruptive or difficult behaviour, adults will respond calmly following the scripted intervention set out below. The wider context including the circumstances of the incident, the child's contextual factors, including age, and any special educational needs or disabilities are always considered alongside any decision-making using this framework.

Traffic Light	Behaviour choices	Consequences	Teacher strategies, actions and example script
Green	<p>I am consistently making the right choices even when it is difficult.</p> <p>I am following the Studley Green Code and the behaviours that correspond to our school values.</p>	<p>You are proud of yourself and others are proud of you.</p> <p>You are maximising your learning.</p> <p>You are a role model to other children.</p> <p>You will earn individual and class rewards.</p>	<p>The teacher gives out verbal praise.</p> <p>The pupil may go to the headteacher for a headteacher's award for a high-quality piece of work.</p> <p>Class-based rewards can be used.</p>
A look/ reminder	<p>I need to make the right choices in school.</p> <p>I need to follow the Studley Green Code at all times.</p>	<p>I need to be reminded of the Studley Green Code and our school expectations.</p>	<p>"A number of students are not tracking the text."</p> <p>"Silent work, thanks."</p>

			<p>“Remember our class rule for discussion, thanks.”</p>
Warning	<p>I am beginning to make the wrong choices - I will think about how to turn it around.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>● Calling out/interrupting</li> <li>● Not following an adult’s instruction the first time</li> <li>● Talking over a teacher</li> <li>● Answering back to an adult</li> <li>● Wasting learning time</li> <li>● Off-task behaviour</li> <li>● Not showing Fantastic Walking</li> <li>● Wrong voice volume</li> <li>● Out of seat</li> <li>● Entering the school building needlessly at break/lunchtime</li> <li>● Showing a lack of care for school property</li> <li>● Not respecting other pupils’ personal space</li> </ul>	<p>I am beginning not to learn and others may not want to be around me.</p> <p>I am disturbing the learning of my friends.</p> <p>I will receive a warning.</p> <p>If my teacher has to tell me again I will go on amber.</p>	<p>The teacher uses a range of low-level behaviour management approaches such as physical proximity, identifying positive behaviours and non-verbal strategies.</p> <p>Teacher is to issue a warning and clearly identify the desired behaviour.</p> <p>Teacher to move name towards, but not on, Amber.</p> <p><i>“ _____, you are shouting out which is not following our school value of being respectful. This is your WARNING. Next time I have to speak to you about this you will be moved to amber. Please raise your hand in future.”</i></p>
Amber	<p>I am behaving in a way that stops my learning and learning of others.</p> <p>I have made a poor choice.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>● Not following one of the rules from our Studley Green Code</li> <li>● Persistent disruptive behaviour (see above)</li> <li>● Refusal to complete tasks set</li> <li>● Rude or disrespectful behaviour – using unkind words</li> <li>● Throwing objects (not directly at a person)</li> <li>● Damaging school property intentionally</li> </ul>	<p>See the teacher at the end of the lesson.</p> <p>I may be moved away from my friends.</p> <p>I have disrupted learning or spoiled play, other people may be hurt or upset.</p> <p>My teacher will be disappointed in my behaviour.</p>	<p>The child sees the teacher at the end of the lesson for a two-minute reflection conversation.</p> <p>If an amber behaviour is repeated then the child moves to red.</p> <p><i>“ _____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now moved to amber and will need to speak to me at break time/lunch play/the end of the day.”</i></p>



	<ul style="list-style-type: none"> <li>● Being dishonest</li> <li>● Leaving class without permission</li> </ul>		
Red	<p>I have made a poor choice and I am not responding to adults who are trying to help me.</p> <p>Example behaviours:</p> <ul style="list-style-type: none"> <li>● Persistent challenging negative behaviour</li> <li>● Persistent or serious rudeness/name-calling</li> <li>● Graffiti/ vandalism</li> <li>● Stealing</li> <li>● Swearing</li> <li>● Verbal or physical threat</li> <li>● Physical violence</li> <li>● Inappropriate online behaviour</li> <li>● Stealing</li> <li>● Spitting (on the floor or at others)</li> <li>● Throwing objects at a person</li> <li>● Running out of class/away in public places</li> <li>● Bullying</li> <li>● Shouting at an adult</li> <li>● Throwing things across the classroom</li> </ul>	<p>I have disrupted my own learning and the learning of my friends or spoiled play, other people may be hurt or upset.</p> <p>If necessary, I will be moved away from my friends and classmates.</p> <p>I will miss 15 minutes of my playtime filling in a reflection sheet in the headteacher's office.</p>	<p><i>"_____, you are continuing to break the school rule of being respectful and have now been moved to red. You will now spend break time/lunch play/the end of the day reflecting on the choices you have made."</i></p> <p>The incident must be recorded on CPOMS by the adult who moved the child to red.</p> <p>Teacher contacts parents on the day of the pupil being put on red.</p> <p>If there have been a number of incidents of the pupil being on red, a meeting may be arranged to set up the weekly report card. The report card is sent home daily and signed by the teacher, parent and pupil.</p>

The majority of the time the traffic light system should be consistently adhered to, however, in extreme circumstances, some behaviours may require immediate intervention from SLT.

SLT intervention	<p>At the discretion of SLT, severe disruption can result in a reflection, internal exclusion or external exclusion.</p> <p>Parents will be spoken to by SLT.</p>	<ul style="list-style-type: none"> <li>● Persistent serious behaviour</li> <li>● Intentionally seriously hurting someone</li> <li>● Serious damage to school property</li> <li>● Racist, homophobic or prejudicial language</li> <li>● Aggressive swearing (directed at another person)</li> <li>● Bullying including online</li> <li>● Discrimination and oppressive behaviour</li> <li>● Sexual harassment and sexual violence</li> <li>● Very serious challenge or threat to adult</li> <li>● Serious inappropriate online behaviour</li> </ul>
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It is a priority that the learning of the class is not affected by the behaviour of an individual child. If

necessary, the child demonstrating the unacceptable behaviour will need to work with an adult away from the class so the learning in the lesson is not disrupted. See Appendix D for information on suspensions.

### Reflection

When pupils do not comply with teacher instructions they are asked to reflect at the end of the lesson. In Pan and Atlas class, where the children are still learning that actions have a consequence, this may happen straight after the incident. The reflection is carried out as a short conversation when a child reaches amber, or through a behaviour reflection sheet (see Appendix A) when reaching red. During reflection time, the child, with adult support if needed, must identify how they are feeling, what went wrong, what they will do next time and what they can do to put things right. Pupils also have an opportunity to employ a range of strategies to calm down and centre themselves. When they return to the class, the pupils will regulate their behaviour and re-join the learning.

If deemed appropriate, staff can provide an opportunity for reconciliation and forgiveness by bringing together those who were affected by the misbehaviour in a restorative conversation. In addition to serving the cause of fairness and justice, this approach should aim to contribute to the social and emotional learning of pupils. Restorative feedback involves asking the following questions:

- What happened/which school habit/rule was broken? Which value were you not showing?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- What will you do next time?/How can we make sure that this doesn't happen again?
- Tell me about our Studley Green Code.

### Playtime/lunchtime

A similar step system will be used during break and lunch play. After the incident, the class teacher can make a judgement on whether any playtime incidents affect the child's 'green' status but generally, behaviour issues should be resolved away from the classroom so the learning in the class is not affected.

Tier One	Verbal warning	<p>“This is a reminder that in the playground we follow our Studley Green Code, unless you do so, you will have to miss two minutes of your play.”</p> <p>“Remember our school value of/Studley Code rule of ...”</p>
Tier Two	Consequence - The child misses two minutes of play. They must stay with the adult on duty and the adult should lead a	“You have continued to use the equipment incorrectly and therefore you will need to stay with me for two

	short reflection conversation. This must be followed through.	minutes. If your misbehaviour carries on you will have to go inside for reflection.”
Tier Three	<p>If the disruption continues, the child will be taken to SLT for a 15-minute reflection period.</p> <p>Children will be sent for immediate reflection with SLT for serious misbehaviours such as violence, verbal or physical threat, serious damage to school property, racist, homophobic or prejudicial language, aggressive swearing, bullying, discrimination, sexual harassment and sexual violence, or a very serious challenge or threat to an adult.</p>	<p>“You are still not following our Studley Code and need to take some time to reflect on your behaviour.”</p> <p>Serious incidents are recorded on CPOMS with the class teacher and relevant staff copied in.</p>

### Report cards

If a child is repeatedly reaching the top of the behaviour scale, additional support will be needed and they may be placed on a weekly report card (see Appendix B). This will be completed with the class teacher, parent/carer and the pupil. It will include clear targets for the pupil to work towards and the agreed strategies and actions that will be put in place in school and at home. There will be daily correspondence between the teacher and the parent/carer regarding the pupil’s behaviour and progress towards meeting the agreed targets. Any pupil placed on a report card will be recorded on the report card log on CPOMS and a copy of the report card will be passed on to the Headteacher and SENCo. At the end of the week, there will be a review of the weekly report card and the next steps will be discussed. The next steps may include;

- The report card can be ceased as the pupil has modified his/her behaviour
- The report card can be ceased but specific strategies remain in place
- The report card needs to continue for another week. After 3 weeks on the report card and the behaviour has not improved, then there will be a meeting with the class teacher, pupil and Head/SENCo to put together a behaviour plan.

### Behaviour plans

In some cases, children may need to have individual behaviour plans which are specific to their needs. As part of the behaviour plan, some pupils are dealt with in a specific way and this is shared with all members of staff who work with the pupil. The school recognises that some pupils have specific behavioural needs and is committed to working with the pupils and the parents to support them in the best way they can. At this stage, it may be appropriate to make a referral to the Behaviour Support Service for external assessment and advice.

## **Exclusions and reintegration**

Studley Green Primary School follow the Local Authority guidelines on suspensions and exclusion. Following suspension, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:

- a) Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour;
- b) Discuss how behaviour problems can be addressed;
- c) Explore wider issues and any circumstances that may be affecting the pupil's behaviour;
- d) Reach an agreement on how the pupil's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour;
- e) Create a forum for a discussion about what support could be put in place for the parents

## **Peer-on-peer abuse**

All staff are aware that safeguarding issues can manifest themselves via peer-to-peer abuse. This is most likely to include, but may not be limited to

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

## **Post-incident care**

Where there has been a disruptive incident that may affect other pupils' well-being, a member of staff will talk to these pupils as soon as possible after the event to ensure that they are reassured by the actions taken and feel safe to continue in their daily routines.

Support will be given by a member of the Senior Leadership Team to a member of staff who may have been subject to violent or verbal incidents involving children.

## **Recording incidents**

Serious incidents are to be recorded on CPOMS. Teachers will log incidents that are deemed significant for that child, including any time a child reaches red.

See below for a list of significant incidents that would be logged (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name-calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.

- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations, there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

## **Monitoring Behaviour**

All members of the Senior Leadership Team have a role in monitoring the reported incidents related to bullying, race, homophobic and transphobic, gender and disability. We maintain a log of these incidents so that we can follow things up, speak to everyone involved and work to reduce future incidents. The Headteacher will monitor behaviour to identify vulnerable children who may appear and to identify any patterns of behaviour and/or names of pupils reappearing. The Senior Leadership Team will monitor the consistency of approach by staff and will follow up on individual cases if required. The safeguarding governor along with the Senior Leadership Team will be responsible for monitoring this policy. It will be reviewed on an annual basis or earlier if required.

## **Inclusion**

We believe in having high expectations for all children. This includes children with barriers or disabilities who may find behavioural expectations harder to achieve than others. In these circumstances, we will still maintain the same expectations, but will do so with sensitivity and warmth, taking into consideration the context and needs of the child; this is the case for all children, but especially for those who have significant additional needs. Research shows that children with special educational needs benefit more than anyone from calm, orderly schools where expectations are clear and unambiguous. In exceptional circumstances, our practice may need to be adapted to make it bespoke to the needs of children with additional needs. Crucially, this support will be put in place as a complement to the school's existing behaviour management structures, not as a replacement for them.

## **Safe Handling**

In some cases, positive handling may be needed to support a child and the adults working with them. This should only be done when there is an immediate risk to the safety of the child or another child. Wherever possible only members of staff who have had team teach training will be part of the positive handling plan. Any handling of a child will be reasonable and proportionate. We may use reasonable force to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour 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.

## **Roles and responsibilities**

It remains the overall responsibility of the Headteacher and the Senior Leadership Team to ensure that high standards of discipline are maintained on a daily basis. However, we acknowledge the responsibility of every person – adult and child – in promoting and maintaining high standards of behaviour at all times. There will be regular behaviour training for all staff and induction for new staff will include a full explanation of our behaviour policy.

## **Relevant policies**

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Single Equalities Policy
- PSHE & SRE Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- Exclusions Policy
- Online Safety Policy
- Staff code of conduct policy
- Positive Handling

# Behaviour Reflection Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

## How are/were you feeling?

Sad



Frustrated



Confused



Worried



Angry



What went wrong?

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What will you do next time?

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Is there anything you need to do to put things right?

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**Be kind**

**Work hard**

**Act safely**

**Move calmly**

**Show respect**

# Appendix B - Behaviour Report Card

Daily report card

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



Target	First session	Break	Middle session	Lunch	Afternoon session

Comment from school

Comment from home

Daily report card

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



Target	First session	Break	Middle session	Lunch	Afternoon session

Comment from school

Comment from home



# Appendix C - Behaviour Charter

## Studley Green Behaviour Charter

Our aim is for the school to be a safe environment in which all pupils can learn and reach their full potential. We want to ensure that children experience a consistent and clear response from all the adults in school so that inappropriate behaviour is minimised and learning can take place without disruption. This Behaviour Charter outlines some of the key areas of our Behaviour Policy, which can be read in full on our website.

### Our Studley Green Code

As a school, we have created a set of rules for everyone to follow. We call this the Studley Green Code:

- ★ Be kind
- ★ Work hard
- ★ Act safely
- ★ Move calmly
- ★ Show respect

### Our Values

To support our pupils to grow into confident and successful individuals we constantly refer to our school values of respect, kindness, positivity, resilience, responsibility and honesty. Our intention is that through practising our routines and showing our expected behaviours, every child has each of our six values as part of their character.

<b>RESPECT</b> We are polite, listen to others and celebrate diversity.	<b>KINDNESS</b> We are considerate, generous and friendly to all.	<b>POSITIVITY</b> We are grateful, try new things and smile at everyone.
<b>RESILIENCE</b> We persevere, learn from our mistakes and master our emotions.	<b>RESPONSIBILITY</b> We are dependable, helpful and make good choices.	<b>HONESTY</b> We are trustworthy, true to ourselves and apologise when we are wrong.

### Staying on Green

All classes use a traffic light behaviour system. All children start the day on green and we expect that they will remain on green all day by following the Studley Green Code. If a child is moved to amber or red, they will miss some of their break time but can work their way back to green once the sanction has been completed. Children who consistently show good behaviour are rewarded with praise, stickers, certificates and ribbons.



## Appendix D: Suspensions

At Studley Green we follow the guidance given in the Wiltshire Local Authority **School Suspensions and Permanent Exclusions 2023** document, which says that all suspensions must be:

- Lawful
- Reasonable
- Fair
- Proportionate

At Studley Green, we believe that fixed-term suspensions should be a last resort, and only used when all other options are either insufficient or have been exhausted. Whenever appropriate, we use SLT internal supervision rather than off-site suspension, namely for:

- Repeated Red incidents
- When pupils are not emotionally ready to return to class
- When pupil(s) returning to mainstream learning would disrupt the school day of others

Our 'red lines' for considering a fixed-term suspension are:

- When a pupil/pupils remaining in school is demonstrably unsafe for them or others (adults and pupils)
- Pupils have demonstrated deliberate behaviour which threatens the safety or welfare of others

Where these thresholds are met, the decision to suspend is taken by the Headteacher only (in accordance with LA guidance), or by Mr Orr or Mrs Inman in the absence of the Headteacher, when every reasonable effort will be made to secure the agreement of the Headteacher.

Whenever a fixed-term suspension is being considered, a risk assessment will be undertaken which considers:

- The safety and welfare of the suspended pupil(s) whilst off-site
- The requirement that they complete school work whilst suspended.

In suspensions that exceed 5 days or are at risk of being made permanent, Local Authority guidance will be followed at each step. All suspensions of any length are followed by a readmission meeting involving the pupil, parent and Headteacher. There, clarity about the incident(s), targets for the future and any required support are agreed.

Local Authority guidance can be found at <https://rightchoice.wiltshire.gov.uk/Page/8962>