Livingstone Primary and Nursery School
Behaviour, Suspension and Exclusion Policy

Behaviour, Suspension and Exclusion Policy	
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Livingstone Primary and Nursery School
Behaviour, Suspension and Exclusion Policy

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Introduction

At Livingstone Primary and Nursery School (Livingstone) we believe that a whole school approach to promoting positive behaviour is fundamental to the ethos of the school.

Livingstone believes it is the right of all pupils to have access to high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged. The school believes that all pupils are of equal worth and they will be treated equally regardless of gender, physical or mental ability, cultural or ethnic background or sexual orientation. This policy recognises the importance of good behaviour as essential to providing such an environment where effective learning can take place and where pupils can develop self-esteem, independence, self-discipline and responsibility.

Aims

Through the promotion of positive behaviour the aims are as follows:

- To help all members of the school community accept and abide by the school rules and develop a sense of self-control.
- To enable pupils to develop self-esteem, respect for others, tolerance and compassion and to prevent bullying.
- To develop the sense of right and wrong and the ability to accept responsibility.
- To promote an atmosphere of politeness, trust, honesty and fairness both within friendship groups and the whole community.
- To promote further achievement, both academically and socially.
- To encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment.
- To ensure that everything possible is considered before suspending or permanently excluding a pupil.

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Roles and responsibilities

Staff

All staff have a shared responsibility for all pupils and should always provide a consistent approach to rewards, sanctions and consequences.

The responsibilities of staff include the following:

- To praise and reward pupils
- To use consequences when misbehaviour occurs in school or on school trips.
- To ensure that the consequences applied are reasonable and proportionate in all the circumstances and have taken account of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- To use reasonable means, de-escalation techniques should the circumstances require it provided staff act lawfully.
- To avoid physical restraint unless the child's behaviour means that they are unsafe or causing another child to be unsafe.
- To use the power to search a pupil without consent for dangerous objects or prohibited items
- To confiscate, retain or dispose of a pupil's property as a sanction or consequence if reasonable in the circumstances and staff have acted lawfully, where possible, returning the property to the parent/carer.

If misbehaviour occurs outside of the school setting (i.e., not on the school premises and not on a school trip) and it impacts the school, if it is reported to the Senior Management Team (SMT) the matter will then be considered by the SMT in conjunction with the Headteacher and parents / carers will be notified. Any actions determined must also be reasonable, proportionate, lawful in all circumstances.

Senior Management Team and Headteacher

The Headteacher will arrange, as appropriate, training for staff to understand reasonable means and ensure that they have a clear understanding of the use of de-escalation techniques or physical restraint.

In exceptional cases, the SMT and the Headteacher may consider it appropriate to separate a pupil from their class. Such a decision would be made after considering the health and safety of pupils and any requirements regarding safeguarding and pupil welfare.

If a pupil has made a malicious accusation against a staff member, the Headteacher will determine an appropriate sanction, ensuring it is reasonable, proportionate, and lawful. If necessary, the Headteacher will consult with the SMT, the Chair of Governors and LADO.

Support from Parents and Carers

Livingstone believes that the Behaviour Policy is most effective when supported by parents and carers. You can support the school by helping the children to:

- Understand and follow the school rules and core values.
- Sign and follow the Home School Agreement.
- Attend school regularly and arrive at school punctually.
- Do homework and hand it in on time.
- Wear the correct school uniform, including footwear.
- Remember full PE kit.
- Leave jewelry, toys, and other valuables at home.

Organisation and planning

Core Values

Livingstone has ten core values which underpin the school's ethos:

- Appreciation
- Care
- Co-operation
- Determination
- Friendship
- Honesty
- Patience
- Respect
- Responsibility
- Understanding

Each month the school promotes a different core value through assemblies and circle time.

School Rules

The school rules must be followed by the whole school community – pupils, staff, parents and carers, governors, and visitors. Pupils and their families are asked to discuss the rules

as they form part of our Home School Agreement. Parents / carers and pupils are asked to sign a reply slip to indicate they will endeavour to keep the rules.

The rules are:

1. Be polite.
2. Follow instructions the first time.
3. Keep hands, feet, and objects to yourself.
4. Walk everywhere in school.
5. Ask before leaving the classroom or playground.
6. Respect school property and that of others.

At the start of each term, pupils will discuss the school rules with their year-group teacher/teacher team. This will include discussion about expectations, rewards, sanctions, and consequences. School rules are effective at all times, in all activities and are implemented by all staff.

Implementation

Everyone needs praise and rewards. Good behaviour is encouraged whenever possible. The following are just some of the rewards that are employed by teachers and staff to encourage and recognise good behaviour.

Class Rewards

- Verbal praise
- Award stickers
- Class Dojos (Individual Avatars that are awarded good behaviour points)
- Star of the day / role model
- Show and tell to another class
- Show and tell to Deputy Headteacher / Headteacher
- Extra 'Golden Time' or playtime
- Notification of Awards in the newsletter
- Team points

Year group teachers are free to devise their own individualised reward system within their own class and will ensure that all members of their teaching team are aware of it.

Consequences for Inappropriate Behaviour

Unfortunately, there may be cases where behaviour falls below the standard expected and then consequences will be used.

The decision to impose a sanction or consequence on a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

The consequence must be proportionate i.e., the penalty must be reasonable in all circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The following 5 stage procedure is followed by all staff employing sanctions:

All pupils start on a 'Good to be Green' card at the beginning of each day, unless they are on a behaviour card (Appendix 2).

1. Verbal warning and rule reminders.	'V' written above the word 'warning' on class Behaviour Tracking Sheet (Appendix 1).
2. Written warning.	'Good to be Green' card turned to amber and 'warning' circled on class Behaviour Tracking Sheet.
3. Time out within the class.	'Good to be Green' card turned to red and 2 circled on class Behaviour Tracking Sheet.
4. Time out in another class = this must be until the end of the current teaching session.	'Good to be Green' card turned on side and 3 circled on class Behaviour Tracking Sheet.
5. Further disruption during the day once the pupil has returned to class	White Behaviour Card - see below.

Examples of sanctions and consequences can include:

- A verbal reprimand and/or time-out (proportionate to the age of the child).

- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance missing an after-school club or missing a buddying playtime session.
- Missing break time or lunchtime. Should this sanction be used staff will ensure that pupils have reasonable time to eat, drink or use the toilet.
- Regular meetings with a member of the Senior Management Team (SMT) if placed on a behaviour card.
- In more extreme cases a temporary or permanent suspension may be used.
- Not being permitted to access an enrichment, extra-curricular or extended service activity

White Behaviour Card

This is used to monitor and record a pupil's behaviour over the course of **24 hours to a whole week,** following continued disruption in lessons after time out in another class. Behaviour is monitored by the teacher each lesson and the behaviour card is completed by the pupil using the following colour coding:

- Green – target met.
- Yellow – had at least two warnings. 5 minutes of break time missed.
- Red – unable to turn behaviour around. Entire break time missed.

At the end of the agreed period, the pupil brings their card to the Deputy Headteacher or the Headteacher and the behaviour is logged.

Amber Behaviour Card

If behaviour continues to be a problem whilst on a white behaviour card, the pupil is moved to an amber behaviour card and parents are notified. This means that their behaviour is recorded by the class teacher and monitored by the Deputy Headteacher or the Headteacher at the end of each day for a **whole week** or in some cases longer if required. The behaviour card is completed by the pupil using the following colour coding:

- Green – target met.
- Yellow – had at least two warnings. 5 minutes of break time missed.
- Red – unable to turn behaviour around. Entire break time missed.

Break times are missed if misbehaviour is recorded on the amber behaviour card.

At the end of the 5-day period, the pupil brings their behaviour card to the Deputy Headteacher or the Headteacher and the behaviour is logged.

Red Behaviour Card

Parents working in partnership with the school to consistently reinforce the school's expectations is a key factor in every child's success.

We aim to include, not suspend, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

If the pupil's behaviour is still a concern, they may have to be moved to a red behaviour card. This will include a temporary internal suspension to another class for a whole week. The class teacher will provide age relevant work for the pupil during this suspension.

Behaviour is recorded and monitored on the red behaviour card as above. The behaviour card is completed by the pupil using the following colour coding:

- Green – target met.
- Yellow – had at least two warnings. 5 minutes of break time missed.
- Red – unable to turn behaviour around. Entire break time missed.

Break times are missed if misbehaviour is recorded on the amber behaviour card.

At the end of the 5-day period, the pupil brings their card to the Deputy Headteacher or the Headteacher and the behaviour is logged. It may be necessary for the pupil to remain on the red behaviour card for another week in their own class.

Behaviour Tracking

For most of our pupils, the above strategies prove effective most of the time. If persistent poor behaviour continues, the SMT will analyse the tracking records that have been completed to identify possible behaviour patterns, triggers, and circumstances. The Special Educational Needs Coordinator (SENCo) or Inclusion Manager may become involved in drawing up a Pastoral Support Plan and the Headteacher may ask parents' and carers' agreement in approaching the relevant support services in working to address the needs of the pupil.

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Suspensions and Managed Moves

No suspension will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

In extreme circumstances, the Headteacher (or Deputy Headteacher in consultation with them) may suspend a pupil for a fixed time, days, or weeks, or permanently. Each serious incident is unique and the decision to suspend a pupil remains the responsibility of the Headteacher. The Chair of Governors and the Local Authority's Inclusion Team will be informed immediately.

Reasons for suspension may include:

- Aggressive or dangerous behaviour *
- Swearing and abusive language
- Continued refusal to work or follow instructions of school staff
- Continued persistent disruption over a period of days or weeks
- Stealing
- Leaving school premises without permission (See Appendix 3 for procedures)
- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice-based harassment or hatred-based acts
- Suspension may be the result of persistently poor behaviour or a serious single incident.

*Any pupil found in the possession of dangerous objects such as knives, lighters, matches etc. or prohibited items such as alcohol, fireworks, stolen items, unsuitable images, or documents will have them removed. Parents/carers will be informed immediately, and a meeting will be arranged to discuss the incident.

In any of the above situations, a pupil will be immediately removed from the class or the playground by the Headteacher, Deputy Headteacher or a member of the SMT and will spend time in a different year group / school office / Headteacher's or Deputy Headteacher's room. Persistent refusal to leave the classroom or playground may result in an immediate one-day suspension. To deescalate the situation, the class teacher or SMT member may move the other pupils to a different classroom.

The decision to suspend:

If the Headteacher decides to suspend a pupil they will:

• ensure that there is sufficient recorded evidence to support the decision;
• explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
• contact the parents, explain the decision, and ask that the child be collected;
• send a letter to the parents confirming the reasons for the suspension, whether it is a permanent or temporary suspension;
• The length of the suspension and any terms or conditions agreed for the pupil's return;
• In cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
• plan how to address the pupil's needs and integration back into their class on his/her return;
• Plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

In some circumstances there is the opportunity to arrange a managed move for a pupil to relocate to another local school. This will be agreed with parents / carers and is a means for a pupil to have a 'new start' and maximises learning opportunities. In these situations, the school will still support the pupil in their new setting and the pupil will remain on the Livingstone school roll. The time frame will be agreed by all stakeholders and in some instances the pupil will remain in their new setting.

The length of a suspension will depend on factors, such as the incident's severity, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Re-integration

After fixed term suspension, the pupil and parent will be asked to attend a reintegration meeting with a senior staff member. At this meeting, the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child, and school.

Safeguarding

A suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for suspension, the school may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to suspend a pupil. The Headteacher should ensure that reasonable steps, in line with the actions have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Exclusion

Internal and temporary/fixed-term suspension may be used in response to persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent suspension may be necessary.

These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with the Learning Mentor, target setting, home/school communication book etc.

Single incident

Internal and temporary/fixed-term suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

Worries or Concerns

Livingstone encourages parents and carers to discuss worries or concerns about any school issue. Staff are always happy to listen to concerns or problems. This often helps to prevent problems from becoming more serious.

The school informs parents and carers if their child has been involved in an incident during the day. The class teacher will deal with minor problems, but more serious ones will involve the Deputy Headteacher or Headteacher.

Arrangements to see staff should be as follows:

- Seeing the teacher – please see the class teacher regarding minor issues. Ask the teacher for an appointment. This will be done at a mutually convenient time.
- Seeing the Deputy Headteacher or Headteacher – either phone or approach us in person to arrange the time for an appointment.

In urgent cases staff will try to see parents and carers straight away, but schools are busy places, and this is not always possible.

Parents / carers must not approach other parents / carers or pupils regarding any problems in the playground but must bring their concerns to a member of staff instead.

Monitoring and Evaluation

The Headteacher will arrange for this policy to staff, pupils and parents/carers annually.

- All staff monitor the incidence of poor behaviour in and around the school.
- Class teachers keep weekly behaviour tracking sheets.
- SMT monitor weekly behaviour tracking sheets on a half termly basis.
- All staff complete a behaviour incident report form (Appendix 4 = stored in Behaviour File) when appropriate.
- SMT monitor the incidence of serious behaviour recorded in the Behaviour File.
- Records are maintained to show the Certificates of Achievement that have been awarded.
- Information is presented to the Governing Body as appropriate.

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Appendix 1 – Behaviour Tracking Sheet

Behaviour Tracking Sheet

Class:

Week Beginning:

Name	Mon	Tues	Weds	Thurs	Fri
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3
	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3	Warning 2 3

Notes:

Warning = 'Good to be Green' card turned to amber

2 = Time out in the class and 'Good to be Green' card turned to red

3 = Time out in another class, until the end of the current teaching session and 'Good to be Green' card turned on side

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Appendix 2 – Behaviour Card

Livingstone Behaviour Card

Name :

Class:

Targets

- ❖
- ❖
- ❖

Date:

Hometime

Lesson 5	**Lesson 6**

Lunch

Lesson 3	**Lesson 4**

Break

Lesson 1	**Lesson 2**

Before School

Green- Meet Targets
Yellow- Had at least two warnings
Red- Unable to turn behaviour

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Appendix 3 – Procedures if a pupil leaves the school premises without permission

The school office and / or the Deputy Headteacher / Headteacher will be informed immediately of the situation.

1. If the whereabouts of the pupil is known:
   - The pupil will be kept in sight but **will not** be approached or spoken to.
   - Parents / carers will be informed of the situation immediately and told to come into school without delay to take over responsibility for their child.
   - In situations where parents / carers cannot be contacted or the pupil refuses to comply, the police may be contacted.

2. If the pupil's whereabouts are unknown:
   - Parents / carers will be informed of the situation immediately and told to come into school without delay.
   - Police may be informed.

Any adult leaving the school to follow a pupil at a discrete distance must take a mobile phone in order to keep in contact with the school office.

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Appendix 4 – Behaviour Incident Report Form

Livingstone Primary and Nursery School
Baring Road, New Barnet, Herts. EN4 9BU
Tel: 020 8449 2592 . Fax 020 8447 1277
Email: office@livingstone.barnetmail.net
Headteacher – Mrs Giovanna Phelan

Incident Report

Date	Time			Person/s Completing Report	
Pupil's(s)' Name(s)	Class				
Incident Reported					
Action					
Outcomes					
Who was notified?					
HT	DH/SENCo	CT	TA	PM	Coach
Parents/Carers					

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Signed		

Suspension Form	
Grounds for suspension (please tick the relevant box): ☐ Posed a risk to other pupils or members of staff ☐ Breach of the law ☐ Persistent and severe bullying ☐ Verbal and physical abuse ☐ Constant disruption ☐ A single, serious, and major incident	
Are there any factors which may have contributed to the incident?	
Have the pupil's parents/carers been notified of the suspension?	
Has an appeal been lodged? If so, give details of the case and the decision reached:	
Length of suspension (maximum of 45 school days if not permanent):	

Has the governing body been informed of the suspension?	
Headteacher's signature:	