



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Relationships & Behaviour Policy

Date of Policy: September 2025

Member of Staff responsible: K Halliday

Review date: May 2026

Signature: _____

Chair of Governors

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



RELATIONSHIPS & BEHAVIOUR POLICY

This policy is for the information of staff, governors, parents and all those concerned with the welfare of children at Mickleover Primary School. Mickleover Primary School will implement this policy by ensuring that all staff are trained appropriately, provide ongoing support to staff to ensure they feel supported and through regularly monitoring and evaluating our practices to ensure that they are meeting the needs of our children.

INTENT

At Mickleover Primary School it is our intent to provide a safe and supportive environment in which all pupils are encouraged to demonstrate positive behaviours, enabling emotional development and effective learning so that all pupils can reach their full potential. We aim to teach and support pupils to become responsible for their own actions and to become increasingly independent members of the school community. We promote an attitude of mutual respect and care for others built on an understanding of everyone's worth as an individual and the basic principles of rights, responsibilities and respect. We recognise that through their time in school, children are learning to understand and manage their impulses, develop an understanding of social etiquette and recognise the importance of mutual tolerances and respect. It is a time when children develop through first hand experiences and by making mistakes – we consider that to be a vital part of the learning journey. We give high priority to a positive partnership with parents/carers since this is crucial to promoting and maintaining high standards of positive behaviour. By working together, we can enable all of our pupils to become well-balanced, well-mannered and courteous citizens of the future.

BEHAVIOUR POLICY PRINCIPLES

Mickleover Primary is committed to creating an environment where everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Positive relationships underpin our ethos and approach and the children are taught to respect all members of the community and the school environment. As members of our community, we adhere to the expectations of being 'Ready, Respectful and Safe'

Our approach to behaviour is influenced by our school's vision to create a community where we are:

Motivated to Learn
Proud of our Achievements
Successful and skilled for life

We further promote our expectations of positive behaviour through our Curriculum Intent. The 3 strands of our Curriculum Intent are:

- Successful Learners
- Confident Individuals
- Responsible Citizens

AIM OF THE BEHAVIOUR POLICY

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- To use consistent language to promote positive behaviour



ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

All staff must:

- Take time to welcome students at the start of the day
- Never walk past or ignore pupils who are failing to meet expectations
- Use positive language
- Aim to praise in public, reprimand in private
- Always re-direct pupils by referring to 'Be Ready, Be Respectful and Be Safe'

The Head teacher and The Senior Leadership Team will:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage the use of positive praise
- Use behaviour records to target and assess support
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school
- Report to or/and meet with parents/carers when necessary
- Be aware of and understand their responsibilities
-

The Head teacher has the responsibility for giving a suspension to individual children for serious acts of misbehaviour. The Head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified. The school will adhere to Derby City Council Pupil Suspension/Exclusion Procedures (See Appendix A).

Members of staff will:

- Be a positive role model
- Praise / reward positive behaviour
- Know their classes well and develop positive relationships with all children
- Give opportunities to develop interpersonal and social skills
- Ensure that pupils listen and are listened to and value others
- Inform parents about their child's behaviour and, where necessary, work alongside parents
- Offer a curriculum that enables pupils to engage
- Help pupils to be confident about their learning and enjoy it
- Be aware of and understand their responsibilities

Pupils will:

- Follow the Ready, Respectful & Safe expectations
- Respect and care for others
- Respect and care for the school environment
- Be aware of their own emotions and actions and take responsibility for these, where possible.
- Know that there are trusted adults that they can talk to and who they are within school.
- Be aware of and understand their responsibilities



Parents, Carers and Families will:

- Promote positive behaviour at home in order to have continuity between home/school
- Liaise with the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Support the school when reasonable sanctions are implemented
- Be aware of and understand their responsibilities

The Governing Body will:

- Support the school in the implementation of the policy
- Review the effectiveness of the policy
- Be aware of and understand their responsibilities

IMPLEMENTATION

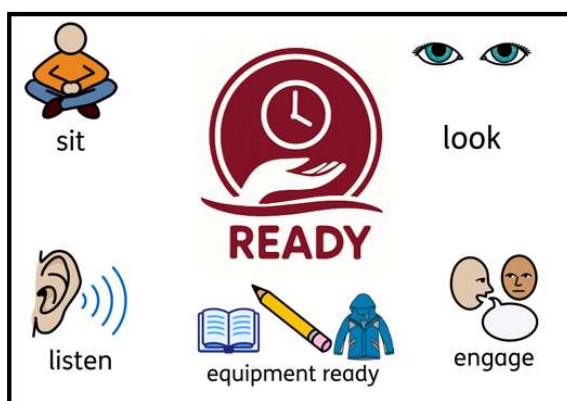
Our approach to behaviour management is based on positive behaviour management. Positive behaviour management focuses on building successful behaviour for learning, motivating the learner and preventing unwanted behaviours. Positive behaviour management is not about ignoring poor behaviour. Instead, it is about teaching pupils expectations, noticing and highlighting good behaviour and correcting pupils in a positive and constructive way that is less likely to trigger a negative response. We believe that this approach will lead to an improvement in: academic achievement, positive behaviours and overall positive outcomes for our children.

Mickleover Primary School Behaviour Expectations

At Mickleover Primary school, good behaviour is recognised sincerely not just rewarded. Pupils are praised publicly and reminded in private.

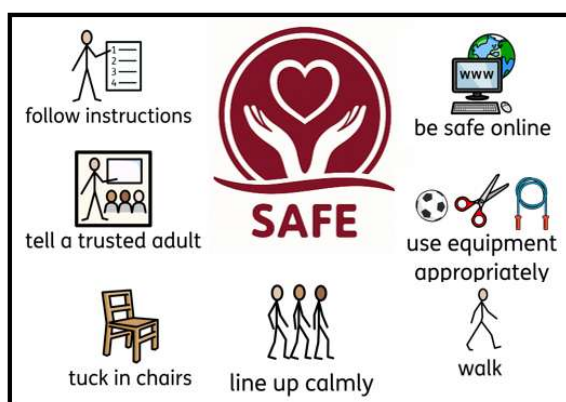
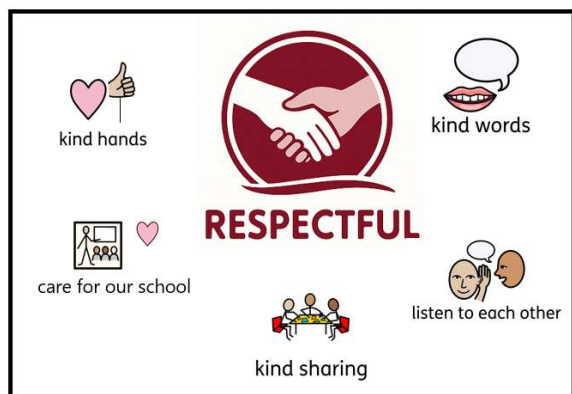
'Be Ready, Be Respectful and Be Safe'

The school has 3 simple rules – Ready, Respectful and Safe which are applied within a range of contexts (classrooms, playground and assemblies). These rules are taught and modelled explicitly and referred to by class teachers. Teachers will routinely talk to pupils about the school expectations, rewards and sanctions especially at the start of each half term. The children will also be reminded of these whenever it becomes necessary during the day, week or term. Our behaviour expectations are explained through a set of age appropriate visuals. All classes must display the behaviour expectation visuals and this is further re-inforced around the wider school environment.





Mickleover Primary School Behaviour Policy



PUPIL RESPONSIBILITIES

We encourage children to have important roles and responsibilities within the classroom and school community including: classroom monitors, Prefects, Reading Influencers, Mini Play Leaders, i-vengers and School Council Representatives.

INCLUSIVE APPROACH

Mickleover Primary school recognises that at certain stages in a child's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of

- Social, Emotional and Mental Health Needs (SEMH) and / or
- Adverse Childhood Experiences (ACE)
- Special Educational Needs (SEND)

Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed.

We recognise that some children require additional reassurance, support and approaches to understand routines and expectations. Additional support may include:

- One-to-one support from the Inclusion Team e.g. to help co-regulate
- Regular communication / meetings with parents
- Support from outside agencies



There may be times when a different approach is used for pupils with social, emotional, mental health difficulties, ASD (Autistic Spectrum Disorder) or learning difficulties. Approaches to promote positive and regulated behaviour include:

- the use of visuals including timetables
- Now and Next prompts
- signs and symbols e.g. lanyards
- social stories
- sensory resources
- personalised strategies to support behaviour regulation

These will be discussed on an individual basis with class teachers and parents and will form part of the child's individual provision plan.

PLAYTIMES AND LUNCHTIME SUPERVISION

Behaviour during morning break is monitored by the staff on duty. The same expectations about behaviour will apply and the same rewards and sanctions will be applied as in classes. Behaviour during lunchtime is the responsibility of the staff scheduled to supervise. Midday Supervisors will be expected to lead play activities and ensure that pupils are playing together. Pupils will be provided with opportunities to join lunchtime activities led by a coach and Mini Play Leaders will be trained in organising play activities for our younger children.

A member of the Senior Leadership Team will be available on a daily basis to support the Mid-day supervisor where there are instances of more extreme behaviour.

TRIPS AND VISITS

When taking part in educational visits, including those with a residential element, pupils will be expected to display the very highest standards of behaviour and good manners, with an emphasis on displaying our expectations, as representatives of the School.

- As part of the preparation for the trip, expectations will be made clear to both the pupils taking part, and their parents/carers.
- As part of the formal risk assessment for the trip, the Head teacher will evaluate the Behaviour Register and evaluate whether any recent behaviour constitutes an unreasonable risk to other pupils, or staff, and what steps will be taken to mitigate the identified risks.

LIAISON WITH PARENTS/CARERS AND OTHER AGENCIES

Working with parents/carers is an important part of supporting pupils with their behaviour. The School therefore makes sure that parents/carers are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature. Parents/carers are actively encouraged to be involved in their children's education at all times as we believe they have a major influence on the development of their child's personality and behaviour.

The School works with a number of agencies which are available to support pupils and families with behaviour either at home or School, or both.

THE CLASSROOM ENVIRONMENT

Staff aim to create the right conditions for learning throughout the day and respond to incidents, interactions and events calmly and consistently.

The following strategies are utilised within our classrooms in order to create the right atmosphere and environment for learning for all:

Motivated to learn, Proud of our achievements, Successful and skilled for life.



- Ready, Respectful, Safe expectations
- Calm Starts – to promote familiarity and reduce anxiety
- Visual timetables
- Meet and Greet children at the classroom door at the start of the day / lessons.
- Seating plans
- Now and Next boards
- Regulation strategies such as active breaks, brain breaks, sensory breaks and mindfulness activities including the playing of calm music

Classroom management, an engaging curriculum and effective learning contribute to positive behaviours:

- Classrooms are organised to develop independence
- Furniture is arranged to provide an environment conducive to 'on-task' behaviour
- Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption
- Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a calming environment
- Teaching methods encourage enthusiasm and active participation for all
- Lessons are adapted to meet the needs of children of different abilities

REWARDS – RECOGNISING AND CELEBRATING POSITIVE BEHAVIOURS

We use praise and rewards to re-inforce positive behaviour. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued.

PRAISE

The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit;
- sincere and genuinely expressed with appropriate language and tone;
- personalised through the use of the pupil's name;
- consistently used in all lessons as a part of our teaching;
- discreet and private at times when appropriate.

Point Systems

At Mickleover Primary, we have 2 types of point systems:

KS1 – Class Dojo – Dojos

KS2 – Team Points

KS2 children are allocated a House Team: Ashbourne (Blue), Bakewell (Yellow), Buxton (Red) and Castleton (Green). Children can be rewarded with team points for displaying the Ready, Respectful and Safe rules as well as for learning and effort.

Our point systems are used with care. We want to train our children to make the right choices all the time and not to just to receive a reward. We also try to maintain a growth mind-set meaning that we celebrate effort as well as achievement.

Individual class rewards are also utilised. Examples of these include marbles in a jar, stars and extra playtimes.

Class teacher's regularly send home well done messages using Class Dojo



Mickleover Primary School has some formalised rewards which aim to celebrate those who go 'above and beyond' our expectations.

Bronze, Silver, Gold and VIP certificates

Each child has a personal certificate which is used to collect stars. Stars can be awarded for sustained learning, effort or contributions to school life. KS1 children have a Bronze certificate, Y3 and Y4 have a Silver certificate and Y5 and Y6 children have a Gold certificate. Children who collect all the stars needed to complete their certificate are awarded their certificate in our whole school Celebration Assembly. VIP certificates are awarded to Year 6 children who have achieved the Gold certificate. This achievement is rewarded with special privileges chosen by the Year 6 teachers and parents are invited to attend our Celebration Assembly to celebrate the achievement.

Outstanding Team Member Award

Each week, class teachers pick one child that has impressed them the most. The child is rewarded with a certificate in our weekly Celebration Assembly. The reason why the child has been selected is explained and celebrated also. Parents/ carers are invited to attend the assembly to share the celebrations.

EXCEPTIONAL WORK- HEAD TEACHER'S GOLD BOOK

Teachers can praise children for their excellent work by nominating them for the Head teacher's Gold Book. The child will visit the Head teacher with their work to discuss not just the final product but the process and skills needed to complete it. The child will then be rewarded with a Head Teacher certificate in assembly.

Photographs of our chosen children are displayed in a photo album at the front of school. We want everyone who visits Mickleover Primary to know how proud we are of our children's achievements!

LUNCHTIMES

Midday supervisors will award thumbs up slips to children for positive behaviour in line with the school's behaviour expectations of Ready, Respectful, Safe. These slips will be exchanged for team points/ Class Dojo points by the class teacher, where appropriate.

SANCTIONS

Whilst we expect and reward positive behaviours, we deal fairly and firmly with behaviour that falls short of our expectations. At Mickleover Primary, all members of the school community support children to reflect on their behaviour and emotions and to identify how they can make positive choices, helping them to resolve conflicts in the class and playground.

The use of sanctions are characterised by certain features:

- It is important that the sanction is not out of proportion to the behaviour
- Sanctions should not apply to a whole group for the behaviour choices of an individual
- Sanctions should be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them
- It should be the pupil's behaviour rather than the child that is disapproved of
- Any dialogue about inappropriate behaviour should be held away from other children; children should never be humiliated, shamed or shouted at aggressively.



- It must be explained why the behaviour is not acceptable and that unacceptable behaviour affects others and is taken seriously
- Following or during a sanction the child should be taught to reflect on their behaviour and learn how to address this and change their future behaviour
- Staff will seek to restore relationships and immediately praise positive behaviours displayed

SANCTIONS USED:

- Expressions of disapproval
- Use of Traffic Lights (see Appendix 1)
- Withdrawal of privileges
- Reflection Time
- Referral to the Head teacher or Assistant Head teachers
- Fixed term suspensions, permanent exclusion (see Appendix 2)

LUNCHTIMES

At lunchtimes, there may be times in which children do not respond to positive reinforcement. If this is the case, the following steps are implemented:

1. The supervising adult will give a verbal reminder of the **Ready Respectful & Safe expectations**.
2. If the child chooses to break the expectations again, the supervising adult will give a yellow card and send the child to the Senior Midday Supervisor. The Senior Midday Supervisor discusses the **behaviour** and helps the child to understand why the behaviour was unacceptable. The Senior Midday Supervisor will make a note of the child's name and date.
3. If the child continues to **make the wrong choices** in the same lunch time, this will result in a red card. The Senior Midday Supervisor will log red card incidents on CPOMS.
4. Red card incidents are reported to the class teacher. The red card is either stapled into the home-diary or communicated via Class Dojo.

Children with a red card will miss 15 minutes of their current lunchtime (if sufficient time remains) or 15 minutes the following lunchtime.

For EYFS pupils, reflection/ discussion time with the individual child will be given and the class teacher informed. Persistent negative behaviour will be addressed on the playground and in the classroom where appropriate. All children start each lunchtime afresh but patterns of negative behaviours (yellow and red cards) are tracked. Any behaviour that threatens or endangers other children will necessitate those children being removed to safety whilst members of staff deal with the situation appropriately.

LANGUAGE AROUND BEHAVIOUR

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Behaviours should be discussed as the behaviours they are, and not be personal to the child.

- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.
- Incidents are logged when serious and of note for the staff to share with others. It is important that what has been actioned as a consequence is recorded too.

Restorative Approach



We encourage children to reflect on their behaviour and seek to restore relationships. Following application of our sanctions staff use questions to encourage children to think about how to put it right and about the implications of their actions.

SERIOUS BEHAVIOUR INCIDENTS AND CHALLENGING BEHAVIOUR INCIDENTS

Risk Assessments

Children who exhibit more challenging behaviour may require a risk assessment to be done. This should be completed by the class teacher, supported by the SENCO and Inclusion Manager. A copy of the Risk Assessment will be uploaded to CPOMS and a copy given to all other adults involved with the child. The Risk Assessment will be communicated to parents/carers.

THE USE OF REASONABLE FORCE AND RESTRAINT

Use of Reasonable Force:

According to the Government: All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. DfE-00059-2013

In order to maintain the safety and welfare of our pupils, it may be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted. This can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back). All members of school staff have a legal power to use reasonable force. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- committing a criminal offence.

Force will never be used as a punishment. Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities. All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need positive handling strategies.

Fixed Term suspensions and Permanent Exclusions

Exclusions either fixed-term or permanent are an absolute last resort. We follow the guidelines set by the Department for Education and those of Derby City Council. Please see Appendix 2



SCREENING AND SEARCHING PUPILS

School staff can search a pupil for any item if the pupil agrees; this must be a member of staff of the same sex as the pupil; another member of staff must also be present as a witness. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- **Knives or weapons including replicas**
- **Alcohol**
- **Illegal drugs**
- **Stolen items**
- **Tobacco, cigarette papers and vapes**
- **Fireworks**
- **Pornographic images**
- **Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)**

The school will take very seriously the bringing onto the premises of prohibited items. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings such items into school may be subject to a fixed-term exclusion. If the offence is repeated, the child will be at risk of permanent exclusion. A referral will be made to and the police may become involved. If any child is found to be suffering from the effects of tobacco, alcohol or other substances, appropriate action will be taken including making a referral. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be at risk of fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher. If a child is found to have deliberately brought illegal items into school, and is found to be distributing these to other pupils, the child will be at risk of permanent exclusion. A referral will be made to and the police may become involved.

See <https://www.gov.uk/government/publications/searching-screening-and-confiscation> for further detail.

BEHAVIOUR BEYOND THE SCHOOL GATE

Our expectation is that our children's conduct beyond the school gates should reflect the values that we promote and present a positive view of the school within the community we serve. Reports of children behaving inappropriately outside of school (for example, when playing locally, wearing their school uniform or on a trip) will be taken seriously and discussed with parents. Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

If school is made aware of behaviours which do not reflect our expectations, a member of the SLT or class teacher will investigate the incident and discuss with parents / carers as appropriate. The appropriate action will be taken.



CYBER BULLYING (PLEASE READ ALONGSIDE THE ANTI-BULLYING AND ONLINE SAFETY POLICY)

If an incident of Cyber Bullying takes place at home and / or outside of school, Mickleover Primary School and the Governing Board retain the right to act in accordance with the School's Behaviour Policy and Keeping Children Safe in Education (KCSIE).

MONITORING, EVALUATION AND REVIEW

This policy will be promoted and implemented throughout the school. The school will review this policy annually and assess its implementation and effectiveness.

THIS POLICY IS LINKED TO THE FOLLOWING POLICIES:

Online Safety Policy

Anti-bullying and Child-Friendly Anti-bullying policy.

RSHE Policy

Child Protection and Safeguarding Policy

Equality Statement and Objectives Policy

Equality Act (2010)

Child-friendly version of the Behaviour Policy written by Infant and Junior School Councils

SEND Policy

Mental Health and Wellbeing Policy



APPENDIX 1

Sanctions Within School

EYFS

Due to the age of the children in EYFS, we adopt the following sanctions as and when the inappropriate behaviour occurs:

- Non-verbal reminders (expression of disapproval, moving towards the child's space, refocusing by using the child's name, directions and encouragement)
- If a child within EYFS, breaks one of the school's rules 'Ready, Respectful, Safe'
 - Verbal reminders will be given
 - Thinking Area – this is time to re-regulate within the classroom for the child to reflect on their behaviour and to discuss how and why they have not followed the School Promises. It is important to note that all children will need a period of quiet reflection to re-regulate (5-10 minutes) before discussions regarding the behaviour begin. As with any aspect of school life, the child is reminded how important it is to learn from their mistakes. Adults working with the child whose behaviour has been unacceptable may ask the following questions as part of the reflection:
Why have you been sent to the Thinking Area today?
What happened before your behaviour let you down?
How do you think your teacher felt about this and why?
Tell me one thing that you will do to behave better / more calmly next time
 - Communication with parents via Class Dojo

KEY STAGE 1 AND KEY STAGE 2 (TRAFFIC LIGHT SYSTEM)

All children start each day 'on the right track'. This is a poster within the classroom which displays all the children's names. Each class also has a Traffic Light display which is used as follows:

To keep pupils on the right track, non-verbal reminders may be used e.g. highlight positive behaviour, proximity e.g. moving towards a child's space, re-focusing e.g. using a child's name and clarifying the task/ expectations.

If the use of non-verbal reminders does not correct the behaviour then move onto the Traffic Light System:

1. **Verbal reminder** – reminder of school expectation, e.g. reminding of class or school rule, clarification as to why the behaviour is unacceptable and reminder of the possible consequences
2. **GREEN** – warning/ reflection. Child's name is removed from 'the right track' and placed onto the Green light of the Traffic Light. This is a visual reminder for the child to make positive behaviour choices.
3. **Orange**—miss a playtime. Child's name is removed from Green and placed onto the Orange light of the Traffic Light. Child is sent at playtime to see the Head teacher. Head teacher discusses the School Promises and helps the child to understand why their behaviour was unacceptable and how to move forwards positively. A Class Dojo message is sent home to parents to explain which school promise was broken.
There may be occasions whereby a child's behaviour choices mean that they go straight to the orange traffic light. These may include, but are not limited to inappropriate/ discriminative/ derogatory language, physical altercations, and intentional damage to school property. Senior Leaders will monitor behaviour logs to identify and support pupils who are frequently on the orange traffic light. If a child is frequently on orange, within a period of 2-3 weeks, this may lead



Mickleover Primary School Behaviour Policy

to the need for a behaviour report, whereby the child checks in with the senior leaders in school at lunch time and the end of the day. This is an opportunity to reflect on behaviour choices and how these can improve as well as to praise the child for any behaviour changes he/ she has made.

The behaviour report offers brief details that highlight both positive and negative behaviours. Parents/ carers are informed of this and sent a copy of the report at the end of each week to help the child reflect on their behaviour.

RED – send to Head teacher. Miss a playtime and work in the Head teacher's office for a set period of time; this could be for the remainder of the lesson or the morning/ afternoon session. The pupil will be re-integrated back into the class at an appropriate time, before the end of the school day. Class Dojo/ phone call home to parents to explain which school promise has been broken will be made. Being on red may lead to pupils being on a behaviour report for a minimum of one week, whereby they check in with the senior leaders in school at lunch time and the end of the day. This is an opportunity to reflect on behaviour choices and how these can improve as well as to praise the child for any behaviour changes he/ she has made.

The school recognises that there may be incidences of serious behaviours that warrant a child being placed on a behaviour report, automatically; this will be discussed with the child, parents/guardians and class teacher.

All children will start each day on the 'right track'.

The Head teacher or Assistant Head teachers record all orange and red traffic light incidents in the Behaviour Log. Red traffic light incidents are logged on CPOMS

Where the traffic light system is not appropriate, the SENCo/ Inclusion Manager will liaise with the class teacher to inform and adapt the provision plan.



APPENDIX 2

DERBY CITY COUNCIL – PUPIL SUSPENSION AND EXCLUSION PROCEDURES

INFORMING PARENTS

Parents should be notified immediately, by telephone if possible, followed by a letter within one school day.

For children in public care, the social worker should be notified as well as all those with parental responsibility.

For pupils living outside the Derby City LA area, the home LA should be notified if the exclusion is permanent.

Letters about either a fixed period, which include lunchtime suspensions counting as one half of a school day, or permanent exclusions must state:

- for a fixed **term** suspension -the precise period of the suspension
- for a permanent exclusion – the fact that it is a permanent exclusion
- the reasons for the suspension/exclusion
- the parent's right to make representations about the suspension/exclusion to the governing body
- who parents should contact if they wish to do so (this will usually be the Clerk to the Governors)

The following should also be included:

- the latest date by which the governing body must meet (for suspensions of over five days in one term)
- the parents' right to see and have a copy of their child's school record
for **fixed term** suspensions, the date and time for the return to school – for suspensions of over 15 days the LA also requests a report at least 5 school days before the governing body meets in order to provide advice to the governors. Parents should also be sent a copy of this report.
- for **lunchtime** suspensions, the number of lunchtimes for which the pupil is being excluded and the arrangements for providing a free school meal for entitled pupils.
- for fixed term suspensions information about who parents can appeal to if they feel disability discrimination has occurred
- for **permanent** exclusions, the date the exclusion takes effect and any relevant previous history. (Since the previous history is likely to prevent the letter being sent within one school day this should be sent in a prompt follow up document (Head teacher's report) to be received by the parent and the LA at least 5 school days before the governing body meeting)
- the arrangements for setting and marking work for suspensions of more than one day
- that advice on the suspensions/exclusions process is available from the Education Service, contact the Exclusions Team, Telephone: 01332 642732, Email: iyfa@derby.gov.uk

Where the parents of a suspended/excluded pupil do not speak or have a good understanding of English, correspondence and documentation relating to the exclusion should be translated into their mother tongue. In such cases the school and/or the LA should arrange for an interpreter to be present at any meetings with the parent about the suspension/exclusion. We would normally expect the school to make these arrangements. In cases of difficulty please contact the Access Service. Also the parents should be invited to advise the school if they have a disability or special needs which would affect their ability to attend any meeting.

The appropriate model letters, can be found on the Schools' Information Portal and should be used.



All suspension/exclusion cases should be treated in the strictest confidence.

If a fixed period suspension is extended or is changed to a permanent one, a fresh letter must be sent.

INFORMING THE GOVERNING BODY AND THE LA

The Head teacher must notify the governing body and the LA within one school day of:

- all permanent exclusions
- all suspensions which result in the pupil missing more than five school days in aggregate in any one term
- all lunchtime suspensions which result in the pupil missing more than 10 lunchtimes in any one term
- all suspensions which deny pupils the chance to take a public examination.

The LA's notification should be on **Derby City Council Exclusions Online Reporting Form** NB All the information **must** be given including the unique pupil number.

Fixed period or lunchtime suspensions for the equivalent of five days or less in any one term **must** be reported to the governing body and the LA once per term. However, the LA prefers to receive details of these suspensions within one school day in the same way as longer suspensions since it is required for monitoring and improving practice.

THE DISCIPLINE COMMITTEE

A discipline committee is no longer statutory but is recommended. A Discipline Committee is made up of three or five governors, not including the Head teacher, who can be drawn from a nominated pool. It can run with four governors, in which case the Chair has a casting vote. The members should not have any personal interest, which could rule out parent governors whose child is taught with the pupil under consideration or a member of staff who has been involved with the pupil. Committee meetings must be clerked. Neither the Head teacher nor a governor may act as clerk.

ARRANGEMENTS FOR MEETINGS

For **suspensions of 5 days or less (including lunchtimes)**, there is no requirement for a meeting. However, if the parent makes representations the governing body must consider these.

If any suspension/exclusion would result in the pupil missing a public examination, the governing body should try to meet before the date of the examination. If, exceptionally, it is not practical for the governing body to meet before the time when the pupil is due to take the public examination, the Chair of Governors - using his or her powers to act in an emergency - may consider the exclusion and decide whether or not to reinstate the pupil (these are the only circumstances in which the Chair of Governors can alone review a suspension). In such cases the parent has the right to make oral representations to the governing body or, as the case may be, the Chair. If possible, the Chair should have the advice of the Clerk and an LA Officer.

In some cases, depending on the nature and seriousness of the suspension, the governing body may exercise its discretion to allow a suspended pupil on the premises for the sole purpose of taking a public examination. There is no automatic right for any suspended pupil to take a public examination on the suspending school's premises - this is entirely at the governor's discretion.

The following meetings **must** be arranged within this timescale:



- for **individual or aggregated suspensions of between over five and 15 school days in a term (including lunchtimes)**, if the parent requests a meeting. The meeting must be held within six and 50 school days of the governing body receiving notice of the suspension.
- for **permanent exclusions and individual or aggregated suspensions of over 15 school days in a term (including lunchtimes)**, a meeting must be held within six and 15 school days of the governing body receiving notice of the suspension/exclusion.

The clerk or chair:

- **must** invite the parent, Head teacher and the LA to the meeting, where possible at a time convenient to all. For children in public care the social worker should be invited as well as all those with parental responsibility. The LA representative will normally fit in with your arrangements provided that sufficient notice is given. Parents may be accompanied by a friend or legal representative. The excluded pupil may attend if the parent wishes and there are no strong reasons to refuse
- **should** ask for any written statements, including witness statements, in advance of the meeting
- **should** circulate in advance any written statements and a list of those who will be present to all parties attending the meeting.

PROCEDURE AT THE MEETING

If the pupil is back at school before the governing body meet, the governors must consider whether the Head teacher's decision to suspend was justified based on the evidence. The outcome of their review should be added to the pupil's record.

If the pupil is suspended for a fixed period and is still out of school when the meeting takes place or is permanently excluded, the governing body should decide whether to direct reinstatement.

In reaching a decision the governing body should:

- consider any representations made by the parent, the pupil and the LA
- whether the Head teacher has complied with the suspension/exclusion procedure and has had regard to the Secretary of State's guidance before deciding to suspend/exclude the pupil. The procedure and guidance are contained in the document 'Suspension and Permanent Exclusion from maintained schools' September 2023'

AFTER THE DECISION

The governing body should notify the parent, the Head teacher and the LA of the decision in writing **within one school day**, giving reasons. The governing body may not attach conditions to a reinstatement.

Where a permanent exclusion is confirmed, the letter should also include:

- the reasons for the decision
- the parent's right to appeal to an independent appeal panel by writing to Director of Legal, Procurement and Democratic Services, Derby City Council, The Council House, Corporation Street, Derby DE1 2FS
- that any letter requesting an appeal should give the grounds for the appeal which may include a reference to any disability discrimination claim that the parent may wish to make
- the date by which the parent can lodge an appeal, which will be 15 school days from the date the parent receives notice. This date is taken to be: the second school day after the date of posting the letter by first class post
- that the parent should advise if they have a disability or special needs which would affect their ability to attend the hearing and/or that they would find it helpful to have an interpreter present.



The LA should be informed of this date, as it also has a duty to write to parents about their right of appeal – contact Admissions on 716940.

A note of the governing body's views on the suspension/exclusion should be placed on the pupil's record along with copies of relevant papers.

ARRANGEMENTS FOR AN APPEAL HEARING

The Director of Corporate Services will arrange appeal hearings. The panel must meet within 15 school days of the date the parent lodges an appeal.

However, the panel may decide to adjourn the hearing, if necessary. Hearings will be arranged, as far as is practicable, so that all parties are able to attend.

Those entitled to attend are:

- the parent, who may bring a friend or representative
- the pupil, if they and their parents wish it
- the Head teacher, who may make oral representations
- a nominated governor, who may make oral representations
- a nominated LA officer, who may make oral representations
- a legal or other representative of the governing body
- any alleged victim or his/her representative
- a member of the Council on Tribunals – as observer

The Head teacher, governing body and LA may also make written representations. An alleged victim can have a "voice" at the hearing, either in person, through a representative or by submitting a written statement.

The decision of the panel is final and binding on all parties.