



Appendix to the Behaviour Policy

Ladder of Consequences for severe behaviour

At Ripponden J&I School, we work really hard with children and their families to modify disruptive behaviour but understand that there are underlying principles behind consequences.

- A consequence will occur every time the pupil chooses to disrupt.
- Consequences will be given in a calm, professional manner.
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour
- Children choose to misbehave if their behaviour is 'conscious'.
- EVERY DAY IS – AS FAR AS POSSIBLE – A FRESH START

Consequences

Using the consequence ladder, unacceptable behaviour is divided into 6 levels:

| | |
|---------|--|
| Level 1 | Unacceptable behaviour identified. Verbal warning – including why the behaviour is unacceptable (identifying Rights/Responsibilities and/or effort levels) |
| Level 2 | Name on board |
| Level 3 | Separation for an appropriate length of time within class or sent to another class |
| Level 4 | Loss of privilege (ie some break time) |
| Level 5 | Parents contacted and Headteacher informed if appropriate |
| Level 6 | Sent to Headteacher |

This is usually the extent to which behaviour management has to go, although there are occasions where behaviour can become so severe that we then look at the 'severe clause'.

Severe Clause

The Severe Clause will come into effect when there is:

- Swearing
- Vandalism
- Deliberately hurting someone/fighting
- Other serious behaviour such as racism
- Spitting
- General and prolonged unacceptable behaviour
- The head reserves the right, dependent on the seriousness of the incident, to implement any stage of the Severe Clause at any time.

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| STEP | ACTION | NOTES |
|-------------|--|--|
| ONE | Discussion with Head Teacher | Head discusses incident with child and outlines the full range of Severe Clause. Records behaviour on CPOMS. |
| TWO | Child misses break | Child misses break or 30 minutes of lunch time. Child completes any unfinished work. Behaviour recorded on CPOMS. |
| THREE | Child misses two breaks | Child misses break or 30 minutes of lunch time. Child completes any unfinished work. Parents contacted. Behaviour recorded on CPOMS. |
| FOUR | Parents invited into school | Parents, child, class teacher and headteacher discuss the behavioural issues. Actions put into place (ie report card, home/school communication book). Meeting recorded on CPOMS. |
| FIVE | Behaviour Support Plan (BSP) drawn up. | The BSP will be drawn up and discussed with the parents/carers and the child. This may be discussed with outside agencies. This will be shared with all adults who work with the child, including lunchtime supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support by our Learning Mentors. Meetings recorded and BSP attached to CPOMS. |
| SIX | Internal Withdrawal | If there is no improvement seen over an agreed period of time, the Head informs parents that child will be given an internal withdrawal, where they will be given work to do on their own supervised by a member of staff. The child will have break and lunch separately from their peers. Recorded on CPOMS |
| SEVEN | Temporary Exclusion | Any fixed term exclusion beyond 5 days the LEA and Chair of Governors will be informed and a decision will be made whether to exclude the child for a further period of time. Parents will have the right to appeal. |
| EIGHT | Permanent Exclusion | This is always a last resort and one we hope we don't have to resort to. |

Exclusion

The headteacher will:

- be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she is the only person who can make a decision to exclude a pupil
- ensure that the policy and all procedures are in line with current legal requirements
- ensure that all staff receive appropriate support, advice and training in managing pupil behaviour in order to minimise the risk of needing to exclude a pupil
- ensure that staff work closely with parents and relevant specialist agencies when managing challenging behaviour
- in the event of an exclusion, officially inform the pupil's parent of the period of the exclusion, or that the exclusion is permanent
- give the reasons for the exclusion
- advise the parent that he or she may make representations about the exclusion to the governing body
- advise the parent how and to whom his or her representations may be made
- advise the parent of the days on which he or she will be responsible for ensuring the pupil is not found in a public place
- if applicable, advise the parent of the latest date by which the governing body must meet to consider the circumstances of the exclusion of more than five days in one term either where the parent has requested a meeting or where the exclusion would result in the pupil missing a public examination
- in the case of a fixed-term exclusion, advise the parent of the date and time when the pupil should return to school
- advise the parent of any alternative educational provision, including location, dates of attendance and so on
- if appropriate, advise the parent of the date, time and details of the reintegration interview
- ensure that suitable full-time education is arranged for excluded pupils from the sixth school day of any fixed-period exclusion
- notify within a school day both the LA (i.e. the school's maintaining authority) and the governing body of the details of the exclusion, including the reason for it in the case of:
 - permanent exclusions and fixed-period exclusions which are converted to permanent exclusions
 - fixed-period exclusions totalling more than five school days in any one term
 - any exclusion that would result in the loss of an opportunity to take a public examination
- arrange a reintegration interview with parents following the expiry of any fixed-period exclusion of a primary-aged pupil, or of an exclusion for more than five school days of a secondary-aged pupil. The interview will be conducted by the headteacher or a senior member of staff and its purpose is to assist the pupil's reintegration and engage the parents in promoting the improvement of his or her behaviour.

The governing body will:

- promote positive behaviour by celebrating the achievements of pupils and by participating in final warning meetings to encourage pupils to make full use of the opportunities the school offers them.
- review the headteacher's exclusion decisions
- dismiss exclusions that do not relate to a disciplinary issue and consider complaints about other circumstances under the complaints procedure
- receive training to equip themselves to discharge their duties properly
- consider whether to establish a discipline committee. If so it will consist of at least three members. The headteacher may not be a member
- ensure that all exclusions meetings are clerked.

In cases of:

- permanent exclusions and fixed-period exclusions converted to permanent exclusions
- all fixed-period exclusions totalling more than 15 school days in any one term
- fixed-period exclusions totalling more than five school days in any one term, where the parent expresses a wish to make representations to the governing body
- exclusions that would result in the loss of an opportunity to take a public examination

the governing body (or discipline committee) will meet to:

- consider the circumstances in which the pupil was excluded
- consider any representations about the exclusion made by the parent and by the LA
- consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

The timescales and requirements about presentation of evidence as set out in the Guide to Law for School Governors will be followed at all times.

Students will be consulted when rules are being developed and will contribute to the monitoring of impact.

Parents will be encouraged to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters.

Parents and students will be aware that the school has an equal opportunities policy and will be consulted when monitoring the impact of the policy on different groups by race, gender and disability.

Where the governing body has upheld a permanent exclusion, parents may appeal against its decision to the local authority. The decision of the local authority panel is binding on the parties. If the parent considers that there was maladministration by the appeal panel, he or she may make a complaint to the Local Government Ombudsman or the Secretary of State, depending on what the arrangements are in the local authority (from September 2011 it is expected that complaints can only be made to the Local Government Ombudsman).

Where a reintegration meeting is arranged following a fixed term the parents' presence is crucial. A parent's failure to attend may be a factor taken into account by a court when considering whether to impose a parenting order, if one is applied for at some future time.

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The school follows the guidance set down in Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion. (DfE, 2012)

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