Behaviour Policy

'To be the best that we can be, in everything that we do.'

Behaviour is communication
The only person's behaviour you can control is your own
It's the behaviour that's the problem, not the child
All Behaviour is a form of communication
Behavioural mistakes are learning opportunities
Fight fire with water
Analyse, don't personalise

Dr Rob Long

Behaviour Policy Principles

The Isaac Newton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. All stakeholders are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our school community, we adhere to our values of: **Respect, Pride, Responsibility, Kindness & Resilience**.

Aim of the behaviour policy
- To provide a safe, comfortable and caring environment where optimum learning takes place;
- To provide clear guide for pupils, staff and parents of expected levels of behaviour;
- To provide a consistent and calm approach;
- For **all adults** to take responsibility for behaviour and follow-up personally;
- For **all adults** to use consistent language and approaches to promote positive behaviour.

Purpose of the behaviour policy
To provide simple, practical procedures for staff and pupils that:
- Focus on the behaviour and the 'choices' that a pupil is making rather than the pupil themselves;
- Encourage pupils to recognise that they are responsible for making the 'right' choices;
- Recognise behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention.

All staff must:
- Meet and greet pupils at the start of each day by name e.g. 'good Morning Bob'.
- Refer to the school values and rules, when supporting pupils with their behaviour e.g.*' Show me that you are **ready** for learning- well done I can see 5 people who are ready' ' I can see that you are trying your best- well done.'*;
- Model positive behaviours and build relationships;
- Ensure that they are always punctual, especially at transition points;
- Ensure that the clear expectations and routines are set and reinforced at all times;
- Be kind, positive and respectful;
- Notice the children that are making good choices frequently e.g. thank you for walking smartly in the line.
- Never ignore or walk past learners who are not behaving appropriately.
- Always assume the best of all children. Ask 'Are you ok?' first.

The Headteacher and The Senior Leadership Team must:
- Be a visible presence around the school particularly during transition times e.g. children walking to assembly, going out to play, moving to phonics;
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations;
- Encourage the use of positive praise;
- Ensure staff training needs are identified and targeted;
- Support teachers in managing pupils with more complex or challenging behaviours by working with the child and parents to create pupil profiles, ISP's and where necessary BIP plans. BIP plans are made with the support of the pastoral team however it is the teacher's responsibility to stick to the plan and review at regular intervals.

Members of staff who manage behaviour well:
- Deliberately and persistently 'catch' pupils doing the right thing and praise them for this;
- Know their classes well and develop positive relationships with all pupils;
- Relentlessly work to build mutual respect;
- Always remain calm;
- Demonstrate unconditional care and compassion;
- Establish clear and consistent routines;
- Create a calm, orderly and organised learning environment;
- Have high expectations of behaviour at all times.

Pupils want teachers to:
- Give all pupils a 'fresh start' every opportunity;
- Find the positives even when behaviour is particularly challenging;
- Help them learn and feel confident;
- Be fair and consistent;
- Have a sense of humour;
- Provide security and predictability;
- Relate to them as an individual.

Behaviour and Conduct

Our school rules:
The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly by all staff. Staff are expected to refer to these rules at all times when dealing with instances of pupil behaviour, both positive or negative.

Rewards

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move them from extrinsic motivation to intrinsic motivation. We may set specific, individualised targets for each pupil to achieve their goals and targets. Where children have behaviour targets, these will have a separate reward system and they are linked to IEP targets, they are cut down into small, achievable steps and reviewed appropriately.

Children are rewarded for such behaviours as:
- making real effort with application to learning;
- producing work of a high standard;
- showing care for another pupil;
- resisting provocation;
- inviting others to join in a game;
- controlling anger and aggression;
- Following and demonstrating our school values: **Respect, Pride, Responsibility, Kindness & Resilience.**

Dojos/House Points
Children work collectively to gain Dojos which convert to house points. These may be awarded for good choices in their behaviour and learning behaviours rather than for academic outcomes to ensure children are developing an intrinsic motivation for learning. Dojo points should be awarded when children are showing our school values: **Respect, Pride, Responsibility, Kindness & Resilience** and our school rules '**Be Ready, Be Respectful and Be Safe'**

All children and adults are assigned to a House Foal, Tenneson, Saunders and Robertson. Children will be grouped according to their house on class dojo. We appreciate that one of the best rewards for a child is genuine and evaluative praise that makes clear to a child what they have done well (so that they can build on this). We praise children for their efforts. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. Staff are always alert to praise a child at every opportunity, 'catching them doing the right thing'.
All classroom systems accentuate the positive and children cannot lose Dojos (or personal rewards systems for children on a behaviour support plan) that they have already gained.

House Point certificates and badges will be awarded to pupils after reaching 50 (bronze), 100 (silver) and 150 (gold) and 200 (platinum). These are presented as follows:
Bronze- in class assembly by class teacher
Silver- in phase assembly by phase leader
Gold & Platinum- in whole school celebration assembly

Teachers are responsible for ensuring that certificates are completed, and badges collected. These are available from the school office. Badges and certificates should be given to the relevant senior leader prior to the assembly (silver, gold and platinum).

House captains collect house point totals weekly from each class. These are added together, and a running total kept in the main hall and shared during celebration assembly. At the end of the academic year, the house point cup is awarded to the winning house.

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Verbal praise
This can be given by teachers, teaching assistants, instructors, lunchtime supervisors etc. It can be individual, group, class or year group. Children should have positive praise 'heaped upon them' throughout the day to build self-confidence and for those not making the right choice to understand what they need to be doing.

Responsible jobs
Each teacher can consult with their class to find out which jobs they would like to do, and these can be used to reward good behaviour.
Jobs can also be given to children to help them to regulate or feel a sense of belonging in the classroom.

Class reward systems
Teachers should have a class reward system to build towards a treat at the end of term. This is to create a positive ethos in the classroom. Teachers can collect class points in the form of pom poms or stickers or in another visual way. This should be added to anytime children in the class are making the right choice e.g. I can see that Bob is concentrating well on his work, Ellie is sitting smartly. Staff should try and catch pupils making the right choice, even if many of the other choices are not good. E.g. a child who normally finds it hard to sit on the carpet smartly, as soon as they are making the right choice, notice and add a pom pom to the class jar. Verbally praise that child for doing the correct thing.

Sharing the achievement with others
Each week class teachers will select a pupil from their class to receive a 'Headteacher Award' during Celebration Assembly. Pupils will be recognised for their work, improvements etc. during the week. The certificate will state the reason for the pupil's nomination, and this will be taken home so that it can be shared with Parents/ Carers.

When pupils have produced work or demonstrated behaviour that significantly exceeds expectations then they should be directed by staff members to visit a member of the senior leadership team to share and celebrate this.

Respect tokens
Respect tokens will be given out by staff for classes who are making the right choices following our school rules and values. There will be a focus each week which will be shared with children in Monday's assembly. At the end of the week the class with the most respect tokens will have a treat in class as a reward.

Consequences

We believe in catching children doing the right thing and praising them for it. Sometimes there are incidences of challenging or unwanted behaviour. Staff will count up from 1 to 3 with a sanction given, if the right choice has not been made by 3. This a child is given reminders about the kind of behaviour that is acceptable, and time is given to allow the child to reflect and amend their behaviour. They are given two opportunities (1, 2) to do this before a sanction of thinking time is given (3).

Example A child (Eva) is being unkind with their words towards another child. Teacher: "Remember that we are kind, polite and respectful. Use kind words please Eva. That's a 'one'." If Eva then reflects, says sorry and changes her attitude the teacher will thank her publicly for making the right choices.

If Eva continues to be unkind the Teacher will repeat the reminder and ask if they can help. Teacher: "We use kind words Eva. Do you need any help? I don't want you to have thinking time. That's a 'two'." If the behaviour still continues, the teacher will say. "Eva – we are kind to our friends. That's a three. You now have five minutes thinking time." This is then logged and will happen at the next breaktime. The teacher should use a kind firm voice when speaking to children. Younger children in Reception, and Year 1 will need to have their thinking time straight away completing any task straight away that they missed as a consequence. If the next break time would be on the following day for older children, they will have their thinking time at the end of the school day so that they are allowed to start every day afresh. There will be occasions when thinking time is applied instantly, for instance, if a child hurts another child physically.

Consequences should
1.   Make it clear that unacceptable behaviour affects others as well as the individual;
2.   Not apply to a whole group for the activities of individuals;
3.   Be consistently applied by all staff in-line with our school rules. This will help to ensure that pupils and staff feel supported and secure.

Application of consequences
Consequences should be given with the emphasis on the unacceptable behaviour and not the pupil. It should be made quite clear to the pupil that the reprimand is due to their chosen behaviour.

When applying consequences we try to:
 •   avoid confrontation;
 •   listen;
 •   establish facts;
 •   judge only when certain.

We must always be ready to praise good behaviour/achievements to avoid the situation when only bad behaviour receives attention. Every pupil must be made aware of our expectations and the rules that will be enforced to achieve them. This should be clearly articulated by the member of staff e.g. I will not allow you to shout out but you can put your hand up if you have a question. If the child continues then 1,2,3 should be applied for that incident.

If a pupil chooses to break a rule, then they will know that an unavoidable consequence will follow if they receive a 3. If they receive a 3 then children will understand that their parents will be informed. We must be consistent in our use of these consequences. Consequences e.g. immediate time out, missed playtimes provide an opportunity for staff to have restorative conversations with pupils where they can be supported to

better understand the impact of their behaviour and improve their self-regulation moving forward (see appendix 2). When possible, consequences should follow the incident as closely as possible.

Children may be taken to the Phase Leaders class for time out if appropriate. For more serious incidents (violence/swearing) then a member of the Senior Leadership Team may be required to support. **Children must not be sent out of class alone and must not be unsupervised outside of the classroom.**

If a child is given a 3 then the incident must be recorded on CPOMs and the parents must be informed. This can be kept as a behaviour record for the week and then updated onto CPOMs at the end of the week.

Prevention
We choose preventative strategies, and our structure and routine of our school day to support this.

We try to minimise the occurrences of challenging behaviour by:
- establishing positive relationships with pupils;
- creating a positive supportive and happy climate in the classroom;
- supporting the children to develop positive attitudes and approaches to learning;
- providing a constant adult presence, never leaving the children unsupervised;
- having well planned and engaging lessons where necessary adaptions are made;
- ensuring equipment or materials needed are ready and in working order;
- having well-established routines for behaviour management and behaviour for learning;
- teaching the children strategies to deal with anger and frustration;
- using social problem-solving skills, circle time and mediation;
- using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups.

Promoting Positive Relationships
A positive relationship with the pupil is at the heart of our behaviour management. It is our view that the planned and skilful promotion by the staff member of positive relationships with the children is the cornerstone of all successful behaviour management. Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this. Where children require additional support with behaviour management, parents and carers are involved at an early stage to ensure that home and school are working in partnership to support the child. Keeping Everyone Safe in Their Body and Feelings We recognise that the school will only function effectively if both staff and children feel safe. Anxiety and fear block learning so we strive to create a safe environment free of anxiety. Effective measures and procedures are in use to ensure that safety is part of our daily routine. The school follows all statutory, government and LA guidelines on safeguarding – the wellbeing and safety of all pupils is our highest priority.

Learning in an alternative space

Learning in an alternative space is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of this will allow for continuation of the pupil's education in a supervised setting.

Learning in an alternative space should be used for the following reasons:
a) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
b) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment;

c) To allow the pupil to regain calm in a safe space.

Learning in an alternative space from the classroom, is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom, have been attempted.

Children on an ISP and BIP plans will follow procedures on their relevant plans.

Screening and searching and Confiscation

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document – 'Searching, Screening and Confiscation' - July 2022 will be used as guidance to structure our schools' screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way.

We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they **have reasonable grounds** to suspect that the pupil may have a prohibited item (listed in paragraph 31of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.

The list of prohibited items is:
- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

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 property of; any person (including the pupil).

An article specified in regulations:
- tobacco and cigarette papers;
- Vapes;
- fireworks;
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Conduct outside of the school gates

The school will investigate incidents of non-criminal misbehaviour or bullying which occurs off the school premises and will respond accordingly, as outlined in this policy. The school will investigate such incidents when they are witnessed by a staff member or reported to the school. Following an investigation, and depending on the findings, the school may take the following steps to address the behaviour:

- **Verbal Warning-** An appropriate member of staff (e.g. class teacher, phase leader, Assistant or Headteacher) will discuss the misbehaviour with the pupil. This will give the pupil the opportunity to consider the impact of their behaviour on others and to take steps to ensure that this improves for the remainder of the half term.
- **Missed breaktime-** Should the behaviour not improve following a verbal warning then the pupil will miss part or all of their break time with an appropriate member of staff (as outlined above). At the end of the missed breaktime the pupil's behaviour will again be discussed. Parents/Carer may be told of the behaviour at this point.
- **Meeting with Parents/ Carers:** Should the previous steps not have the desired impact and the misbehaviour continues, then parents/ carers will be invited in for a meeting with a member of the Senior Leadership Team. At this meeting the behaviour will be discussed and strategies put into place to prevent further incident. Strategies may include steps such as the school requesting that pupils be escorted to and/ or from school by parents/ carers via the school office.

Please note:

In some cases, pupils will have specific plans or systems relating to their behaviour e.g. a pastoral support plan (PSP). However, these may or may not be formally recorded depending upon the individual needs of the pupil. They may also be used for a short period or embedded over the medium to long term – again depending upon pupil need. All such plans/ systems will be agreed by either the Headteacher or the Assistant Headteacher (SENDCO) before being implemented by staff or shared with Parents/ Carers.

Specific plans/ systems will show regard to any diagnosis or disability which a pupil may have. For example, we will take a calm and empathetic approach to pupils who have autism in order to give the pupil time to process the instructions given and then respond appropriately.

On occasion it will be necessary to miss out some of the consequences, going straight to any of the steps without having gone through each step in order. Such cases could include situations where a pupil is a danger to themselves or others and as such is unsafe to be on school premises. In such situations we would go straight to the exclusion step.

In certain cases, following a thorough risk assessment, we may make the difficult decision not to allow pupils to attend school trips, sporting fixtures or other events due to ongoing concerns regarding behaviour. The safety and safeguarding of pupils is of paramount importance and any such decision will only be made in conjunction with the Headteacher and will not be taken lightly. Parents/ Carers will be informed directly by the Headteacher if such a decision is made.

<u>Bullying</u>

Everyone at Isaac Newton School has the right to feel welcome, secure and happy. Only if this is the case, will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

We use a simple acronym as our definition of bullying which is repeated in whole school assemblies.

S.T.O.P Several Times on Purpose

When the behaviours listed below happen Several Times on Purpose, this is classed as bullying. We also want our children to feel empowered to S.T.O.P this behaviour so we ask them to

S.T.O.P Start Telling Other People.

This can be an adult at home or in school. Once we know about it, we investigate it thoroughly and make it stop!

Definition of Bullying

"Bullying is **deliberately** hurtful behaviour that is **repeated** or *has the potential to be repeated* over a period of time, making it difficult for the person concerned to defend themselves".

There are different sorts of bullying, but the main types are:

Physical	Hitting, kicking, taking or hiding belongings including money.
Discriminatory & Prejudicial	Treating others differently or being un-kind and hurtful based on factors such as race, age, sex, or disability.
Verbal	Name calling, teasing, insulting, writing unkind notes
Emotional	Being unfriendly, excluding, tormenting, spreading rumours, making gestures or giving 'looks'.
Exclusion	A pupil can be bullied simply by being excluded from discussions/activities with those they believe to be their friends.
Criminal	Pupils may have their property damaged or stolen.
Threatening	Threats may be used by the bully in order to get what they want
Cyber	Using ICT for any of the above (e-mail, mobile phone etc).

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

The school works hard to ensure that all pupils know the **difference** between **bullying and simply "falling out".**

Actions to Tackle & Prevent Bullying

Bullying in all forms is unacceptable in our school. Bullying is an aspect of peer-on-peer abuse and is defined as above. Please see our school Peer-On-Peer Abuse and Safeguarding policies for more details relating to our strategy for tackling peer-on-peer abuse.

Our whole school curriculum provision from EYFS through to Y6 has a strong focus on:
- Setting clear expectations for behaviour, what is unacceptable and why;
- Teaching pupils what bullying actually is, in all its forms – so they can recognise when it is happening to them or when they might actually be doing it themse;lves! This includes in real life as well as in the online world
- Spotting the signs of bullying in others – so they can help and support their friends;
- How to have the confidence to tell someone or support someone else to tell if it happens to them;
- A curriculum that emphasises strong teaching of respect and tolerance, having clear school values that celebrate diversity and differences between us and encourage pupils to share these values;
- Training for staff to spot bullying, tackle the perpetrators through the agreed school protocol and support the victim/s with restorative programmes.

We recognise (reference the Ofsted survey report 'No Place for Bullying' June 2012) that evidence indicates that there are groups of pupils who are bullied disproportionately. These include disabled pupils and those who have special educational needs, and pupils who are, or are perceived to be, homosexual or have protected characteristics. We will ensure vigilance to check and monitor the experience both at school and in the wider world (including online) to make sure this is not happening for these groups of pupils.

The report highlighted that although staff may not see bullying, it may be happening so good communication and trust with pupils is essential. Staff must always be aware of the contextual use of language around the school, on the playground and in cloakrooms etc, monitoring and checking that pupils know where the boundaries are between banter and behaviour that makes people feel threatened or hurt. PHSE lessons will support pupils to understand where the boundary exists and that might be in different places for different people. This learning will only be secure when adults model and tackle every time the boundary is crossed.

Incidents of bullying

If bullying is suspected, seen or reported, the following system will be in place:
- The Assistant Headteachers or Headteacher will be notified as soon as possible;
- A record will be started on CPOMS by the person who raises the concern;
- The named lead adult will undertake an investigation and talk to the individuals involved. All discussions and actions will be logged on CPOMS.

If the incident is related to any form of race/hate relating to the protected characteristics, this will be dealt with according to the school's protocol:
- An appropriate consequence will be applied dependent on the circumstances and findings of the investigation. Pupils who are found to be bullying will always have a consequence applied and this will be relative to the nature of the incident. All decisions and actions added to the ongoing record. This may involve exclusion according to the criteria set out in this policy;
- Parents of all the pupils involved will be informed and kept up-to-date with any investigation;
- Leaders will share information and data around bullying with the Trust and the governors to check for any underlying patterns or safeguarding issues that it might spotlight;

- The school will follow up on incidents of bullying with curriculum support through PHSE, RHSE work around positive relationships and assemblies. This work will be pitched at the appropriate age group for the pupils.

Bullying records

All incidents of bullying will be recorded on the school's CPOMS system. This will also include the actions that were taken at the time of the incident, during the investigation and following up afterwards to ensure actions were effective and had the impact required.

Analysis of data and records will be undertaken by senior leaders to highlight any patterns or underlying issues that may underpin the behaviour.

Leaders will share this information with governors and the Trust central team.

<u>Tackling Hate Behaviour</u>

The Isaac Newton Primary School has a six-point approach to tackling hate behaviour – this is any behaviour that is prejudicial against people with protected characteristics.

We will ensure that we are:

- **Acknowledging the problem.**
We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the lower-level incidents will also not be tolerated i.e. challenging the culture of 'banter' that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the 'ribbing' or is compliant with this in order to fit in.

- **Securing a commitment from all senior leaders.**
At The Isaac Newton Primary School there is a strong vision, ethos and drive from senior leaders to tackle homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching pupils about the protected characteristics.

- **Providing training for all staff.**
All staff will be involved and receive the same training. This means that lunchtime staff, site managers, learning mentors, teaching assistants and staff working in the front-of-house office will all know school policies and procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.

- **Updating policies and procedures.**
All policies will be reviewed and updated regularly to ensure that they included lesbian, gay, bisexual and transgender (LGBT) pupils and, importantly, adults. Systems to safeguard pupils, such as training for the designated officer for pupil protection, and policies will ensure that staff had a good level of knowledge about tackling prejudice-based bullying.

- **Tackling homophobic and transphobic language strongly.**
We will always aim to ensure that any use of such language, such as 'gay' as a derogatory term, was recorded and followed up. Incidents will be taken seriously, and we will ensure that they can be reported anonymously to protect the pupils.

Incidents will be measured and evaluated frequently. Examples of this could include sexism, misogyny and racism. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours, and we will include parents and carers, governors and the community in helping to combat poor behaviour.

- **Developing the curriculum to ensure we teach pupils about the protected characteristics.** We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain.

We will ensure that staff do not make assumptions about pupils' families, and we include references to same-sex couples and families. We will aim to ensure that lessons, books and topics covered all strands of diversity including sexuality and gender identity. We will use role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensured that the curriculum covered all types of diversity.

Suspension and Permanent Exclusion

The Isaac Newton Primary School is a part of the Community Inclusive Trust (CIT) and share the joint belief that the very best place for learners to be is in school where they are safe and are learning. However, we do recognise that as a very last resort there may be occasion where the school will need to suspend or permanently exclude a pupil.

Our school will follow the CIT policy. The principal legislation to which this policy relates is:
- The Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- The Education and Inspections Act 2006.
- The Education Act 1996.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.
- Behaviour in schools. Advice for headteachers and school staff 2022.

Only the Headteacher (or the senior leader who has delegated headship responsibilities in the absence of the Headteacher) can suspend or permanently exclude a pupil and this must be on disciplinary grounds. All suspensions and permanent exclusions are to be agreed in conjunction with the Trust's Director or Deputy Director of Primary Education.

Governance
Responsibility for dealing with exclusions sits at the Local Schools Board (LSB) with the Trust Board being informed about the situation on a regular basis.

Suspension periods
A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A suspension does not have to be for a continuous period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal

requirements relating to suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a LSB meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

The behaviour of a pupil outside school can be considered as grounds for a suspension or permanent exclusion as outlined within this policy.

The Headteacher may withdraw a suspension or permanent exclusion that has not been reviewed by the governing board.

Any decision of a school, including suspension, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Behaviours that might trigger suspension or permanent exclusion at The Isaac Newton Primary School (this list is not exhaustive):
- If a pupil brings a weapon in to school, uses a weapon or threatens to use a weapon;
- If a pupil uses or threatens to use sexual violence;
- If a pupil uses behaviour that threatens or endangers another pupil;
- If a pupil uses behaviour that threatens or endangers any member of staff;
- If a pupil persistently bullies another pupil;
- If a pupil uses persistent foul, derogatory or prejudicial language or behaviour towards another pupil or adult in the school;
- If a pupil shows persistent disruptive behaviour in class that leads to a disruption in learning for others.

A decision to exclude a pupil permanently will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

<div align="center">Notification of parents</div>

If a pupil is suspended or permanently excluded then we will, without delay, notify parents of the period of the suspension and the reason(s) for it.

We will also, without delay, provide parents with the following information in writing:
- the reason(s) for the suspension;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information mentioned in the above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Appendix 1

30 seconds scripted intervention

Done discreetly with a pupil.
- I have noticed that you are….right now.
- At Isaac Newton, we are considerate/ kind (refer to schools values or school rules).
- Because of that you need to...
- Do you remember yesterday/last week when you...?
- That is who I need to see today...
- Thank you for listening...

Appendix 2

Restorative Meeting Script

Done on a 1:1 basis with a pupil when there are no other pupils present.
- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?