

Lawn Primary School



Behaviour for Learning Policy

2023 - 2024

Agreed by: Mrs K Hambleton (Headteacher)

Agreed on: June 2023

Review: June 2024

OUR VISION

At Lawn we recognise that good behaviour is a necessary condition for learning that everyone stands to benefit from.

‘Pupils can learn; teaches can teach; staff can do their job and parents have the confidence that their child is safe and supported to do the best they can.’ Ofsted 2019

Our behaviour for learning policy is underpinned with the ethos and understanding that children learn what good behaviours are and why they are important. This links closely with our Rights Respecting School status.

Through a positive approach towards behaviour, we aim to create a calm, emotionally safe environment in which children can develop a sense of responsibility for their own behaviour and adopt a lifelong sense of consideration for others. Alongside this vision we also adopt an approach that provides a framework for the children to understand the rights and responsibilities they hold within their own school and the community.

As an attachment aware school, we believe that for children to be able to take on challenges, continue with the cycle of wonder as a child they need to feel safe, valued and inspired. As humans, when we feel safe, we are more likely to explore and be curious about the world around us and this enables us to learn. With this in mind we aim to create the optimum environment where children and staff feel safe through predictability and consistent routines and rules, including rewards and any consequences.

LEADERSHIP AND MANAGEMENT

Designated Safeguarding Lead – Karen Hambleton (Headteacher)

Deputy Safeguarding Leads – Donna Hallam, Jo O Hare, Gareth Molineux, Andrew Walters, Sally Levesley

Behaviour Governor and Safeguarding Lead – Louise Rhodes

AIMS OF POLICY

- To provide an environment where children can develop their whole self in a safe and secure environment.
- To encourage and model a calm, purposeful learning environment within school
- To foster core values along with attitudes that celebrate diversity and everyone as an individual
- To encourage resilience, independence, sense of discipline and self-worth
- To provide experiences within school that promote health and well-being and continually develop effective partnerships with parents and the wider community.
- To ensure that all children feel they are valued for themselves and their own abilities and strength

EXPECTATIONS OF STAFF

The following staff expectations should be developed and agreed by staff at Lawn Primary.

- To apply this policy consistently within all areas of school including assemblies, playtimes and lunchtimes, teaching and learning and at the beginning and end of the school day
- To be an exemplary role model for children and colleagues
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions
- To raise children's self-esteem and confidence in order for them to develop and grow to their full potential
- To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated
- To create a safe and stimulating environment that supports children's learning
- To always seek the reason behind behaviours and work within the principles and practice of an attachment aware school
- To teach the children that their behaviour (positive or negative) can and will impact on others. Reference to the UN conventions on the right of a child.
- To help everyone make appropriate choices through praise, encouragement and leading through example
- Discuss with children the impact of their behaviour on others referencing RRS. through calm conversation and place an emphasis on restorative ways of approaching a solution
- Provide feedback to parents in reports and at parents evening
- Display and promote avenues for children and parents to seek support with behaviours/feelings/concerns

- Ensure all new children to Lawn understand the commitments, norms and rewards along with consequences as stated in the Learning for Behaviour Policy.

OUR SCHOOL COMMITMENTS AND EXPECTATIONS OF CHILDREN

- Respect each other and our school
- I will always strive to be the best I can be
- I will listen to others and show that I am listening
- I will be kind with what I say and do to others
- I will respect the rights of others within school and the wider community.
- Build positive relationships with adults and children within school
- Take ownership of own learning

School/Parent and Carer Behaviour

The school will:

- Keep parents/carers informed of any issues relating to their child both positive and negative
- Speak to parents politely and with respect
- Listen to parent/carers concerns about their child and investigate them thoroughly
- Support parents in their child's learning
- Ensure all staff are fully trained on the Transform Trust safeguarding system (SSS)
- Monitor attendance of all children and act accordingly to support families to improve attendance
- Ensure staff have access to training on behaviour and SEND needs online and face to face.
- Have zero tolerance towards any form of sexual harassment, violence, bullying, racism or homophobic behaviours
- Ensure all staff are aware that behaviour and keeping children safe is everyone's responsibility. This includes but not limited to:
Child On Child abuse, all staff have the view that it 'can happen here' and we don't downplay certain behaviours as 'banter', 'having a laugh', 'part of growing up' or 'boys being boys'. Staff are aware of the signs and indicators and use school's Safeguarding policy on referrals to DSL and reporting on My Concern and the KCSIE 2022 guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Parents/carers will:

Along with our expectations of children and staff we also expect parents and carers to also:

- Bring any concerns about their child to the class teacher as soon as they are aware.
- Speak to staff politely and with respect, particularly in front of children
- Not approach and speak to children or parents where an incident has occurred
- Support staff in their decisions on the child's learning and behaviour in school
- Create a 'team around the child' to ensure that school and home reflect similar values
- Acknowledge parental responsibility for behaviours that happen outside of school

If a parent/carer or any other adult behaves in a way that is deemed inappropriate (either in person or other forms of communication) the school will take further action. Initially this will be a conversation with the adult concerned. If the behaviour persists, the Trust will be informed, and it may be referred to the Local Authority and police. This may result in a ban from school premises or in more vexatious and threatening situations, legal proceedings may be initiated.

Any member of staff deeming an adult's behaviour to be inappropriate, rude or aggressive in nature should inform a member of the SLT immediately who will assist in the situation and follow the procedures above.

MOTIVATING APPROPRIATE BEHAVIOUR

Measures employed to promote positive behaviours

- Raise student self-esteem
- Greet the children in the morning and say goodbye at both the KS1 and KS2 gate, daily.
- Know the children and their backgrounds well
- Communicate a sense of importance and involvement in school life
- Ensure each child has the opportunity to be successful.
- Emphasise children's responsibility to themselves and others through Rights Respecting School Charter.
- Ensure there are sessions for the class to talk as a team
- Display and celebrate children's work within the classroom and throughout school

- Ensure children are aware of their responsibility through providing choices
- Model and praise expected behaviours we ask of the children
- Set clear expectations of how we move around school e.g. we walk onto the playground and within school in a calm and courteous manner towards each other
- Focus on the school's values of respect, integrity, responsibility, teamwork, empathy and initiative
- Hold whole school assemblies that focus on citizenship
- Display the British Values around school
- Promote the use of worry boxes around school should a child need to talk to someone
- Staff will know the whole child and adopt a holistic view
- Provide 'check in' times for certain children when needed.
- Allow for opportunities of leadership for children.

Well planned curriculum

- Provide quality first teaching which encourages breadth of exploration, representation and balance in the child's experience of the wider curriculum
- Follow the school's ambitious curriculum of Global Citizenship
- Use the PSHE and RSE scheme to teach, promote and model behaviours
- Use the No Outsiders scheme at the beginning of each half term to teach values and raise awareness of the protected characteristics.
- Ensure lessons are prepared and match the abilities within the class
- Plan for support of SEND/EAL/PP and other groups of children
- Plan for all adults within the room
- Set challenging but achievable goals
- Explain tasks well and match to children's needs
- Provide a comprehensive programme of personal development, mutual understanding and citizenship education
- Mental and physical wellbeing to be considered through all aspects of learning
- Ensure children receive a consistent approach to teaching and learning

Classroom Management

- Establish clear routines (norms) for the end of lessons/day and transition times
- Establish 'norms' for classroom behaviours
- Allow children to organise their own time and tasks where possible
- Plan for quality activities for those who finish early.
- Have clear and accessible routes around the classroom
- Discourage wastefulness and promote sustainability
- Ensure resources are easily available and the classroom is tidy
- Use the school reward system
- Discuss any behaviour issues with the child discretely
- Praise publicly
- Staff are also able to use their own reward system alongside schools such as stickers and raffle tickets.

Personal Growth

Promote within the school a climate where the following are encouraged and expected:

- To show respect at all times of the days with the whole school community
- Accept that people can be themselves and express their beliefs
- To make mistakes and see this as a learning opportunity
- Be honest
- Take on challenges with their work
- Show and gain trust
- Have respect for differences in learning styles and needs
- Have a collective responsibility for the environment inside and outside of school
- Reflect the Transform Trust, School and British Values in their behaviours in and out of school
- Accept and take responsibility for their own behaviours
- Play and active role in wider school life by taking on additional roles within school.

SCHOOL PROCEDURES FOR ENCOURAGING GOOD BEHAVIOUR

The main aim of creating a positive approach to behaviour management within Lawn Primary is based on positive practice with praise and rewards being at the centre of encouraging good behaviour. This is opposed to the fear of sanctions or threat of response to behaviour not being good.

All rewards and any consequences in place at school are to support the daily management of behaviours for all staff, regardless of roles, so that the 'school is a safe, calm, orderly and positive environment' (OFSTED School Inspection Handbook, April 2022)

LEARNING NUTRIENTS AT LAWN PRIMARY SCHOOL

At Lawn Primary we believe there needs to be a balance between extrinsic and intrinsic motivators for good, expected behaviour, whilst at the same time, making children see the value in learning and displaying good behaviours for their own sake.

Alongside our Trust, school and British Values our REAL PE scheme focuses on Learning Nutrients. These Nutrient values cover ambition, challenge, positivity and praise, celebrating and reviewing, coaching and supporting and having clear outcomes. At Lawn we consider these Learning Nutrients/Behaviours to be important not only for behaviour but also for learning.

Please see Appendix for the nutrient values for each half term.

REWARDS

We feel that that our children work hard as a team, but individual children need to be celebrated and recognised for their own successes within school.

These rewards can consist of notes home to parents and positive phone calls/dojo messages home.

In addition, when a child reaches 100 Dojo points, they will receive a letter home from the Headteacher/Deputy Headteacher congratulating them on their learning behaviours within school. These dojo points are accumulated year on year and the children receive letters and badges for 100, 200, 300, 500, 700 and 1000. The children are allowed to proudly wear their badge on their school tie.

Dojo points are given when a child produces a piece of work the teacher feels is in line with expectations, shows excellent effort, follows the half term learning nutrient and core values of the school and also demonstrates behaviour and attitudes in line with the school's high expectations.

Each week the class teacher informs a member of the SLT who has reached the Dojo award, the child will receive a letter and a badge and be placed on the school newsletter.

Alongside Dojo rewards, the class teacher also chooses a child who has demonstrated either a Learning Nutrient, British Value or Lawn Value that week. Each of the certificates are personalised with the Value and are read out in assembly to provide other children with examples of how this behaviour/nutrient can be achieved. They receive a certificate, and their name is also placed on the school newsletter.

It is envisaged that every child will receive a values certificate within the academic year, some children may receive more than one during the year.

OTHER REWARDS

At Lawn we appreciate children need recognising and valuing for doing everyday things such as:

- Holding doors open for each other
- Walking around the school
- Lining up sensibly
- Offering to help one another
- Using impeccable manners
- Showing excellent dining room manners with food and the use of a knife and fork

Lunchtime rewards for individual children can be found in the lunchtime systems section of this policy.

We also value that each child and class is different and therefore the teachers can hold autonomy over any other form of reward they feel appropriate for their class. Any system that the class teacher implements needs to be conducted fairly and follow the ethos of behaviours and learning expected within school.

Individual class teachers and SLT may use stickers, raffle tickets, star charts and other forms of rewards for positive behaviours.

FS2

FS2 are our youngest children in school and therefore they are at the start of the journey of learning behaviours, values and understanding right from wrong. They are also beginning to learn how to gain self-regulation and control.

FS2 follow the behaviour for learning policy however, in addition to dojos and the certificate of the week FS2 may have extra rewards and varying sanctions dependent on the needs of children. Sanctions are more often discussion based and we expect parents to be part of these conversations, so we have a triangulated approach to helping our youngest children how to learn appropriate behaviours. The class teacher will contact the parent/carer to discuss issues as they arise.

RESTORATIVE APPROACHES AT LAWN PRIMARY SCHOOL

Where there is conflict between two or more children every effort is made to get to the root cause of the issue in order to repair the relationship and move forward. If a sanction is necessary and appropriate, this should also be given.

Conflicts will be investigated by a member of staff. This should initially begin with the class teacher and escalated to phase leader and/or Learning Mentor if needed.

Children involved are given the opportunity to share their concerns and views about the conflict.

The member of staff acts as a negotiator between the parties involved, agreeing the way to move forward.

The member of staff then acts as a facilitator to resolve the conflict, encouraging the parties involved to seek a resolution themselves.

Key questions to ask:

- *What happened?*
- *What do you think and feel about that?*
- *Who has been affected and how?*
- *What can you agree on to help in the future?*

SANCTIONS AT LAWN PRIMARY

Mobile Phones

Pupils at Lawn Primary are NOT permitted to bring into school a mobile phone without permission from the Headteacher or another member of the SLT team. If permission is given (which will be in extenuating circumstances) the mobile phone is to be turned off and handed into the office on arrival. The phone will be kept in the office safe. It is the child's responsibility to hand in and collect the phone at the end of the day. If a mobile phone is to be found on the child or in their bag it will be confiscated, and parents contacted.

In addition to the sanctions and consequences listed within the policy other sanctions used in school include:

- Phone calls home to parents/carers
- Children being placed on behaviour star chart in class
- Removal of any additional responsibilities such as Parliament Representative.
- Playtime or lunchtime being missed.

CONSEQUENCES AT LAWN PRIMARY FOR NEGATIVE BEHAVIOUR CHOICES IN CLASS

<p>Behaviour requiring verbal reminder</p> <p>LEVEL ONE</p>	<ul style="list-style-type: none"> • Out of seat • Calling out/interrupting the teacher • Answering back • Disturbing others from learning • Inappropriate language • Refusal to complete learning • Poor attitude • Unkind words • Improper use of equipment • Refusal to follow instructions • Low level disruption • Unsafe play • Swinging on chair 	<p>Remind about school values and learning nutrients</p> <p>Praise those children displaying the correct behaviours and aiming high</p> <p>Miss some of breaktime</p> <p>Discussion with the child at start of break</p> <p>Re-direction strategies</p>
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	<ul style="list-style-type: none"> • Improper use of equipment • Messing around in the line 	<p>Give a non-verbal cue</p> <p>Pose questions/statements to remind children of the expected behaviours</p> <p>How can I help you? I'm wondering why... Thank you for... Well done for...even better if...</p> <p>Use 'thank you' before the child has complied. This shows you expect they will comply.</p> <p>Allow take-up time</p> <p>Remove any audience – speak to the child in private</p>
<p>Behaviour requiring warning</p> <p>LEVEL TWO</p>	<ul style="list-style-type: none"> • Repeating the above behaviours • Hurting another child (unintentionally) 	<p>Speak to child on their own and inform them that they are now receiving a warning and why.</p> <p>Repeat all of the above strategies</p> <p>Miss some/all of playtime</p> <p>Log on to My Concern</p>
<p>Behaviour requiring reflection time</p> <p>LEVEL THREE</p>	<ul style="list-style-type: none"> • Persistent repetition of previous behaviours • Leaving the classroom • Refusal to return to the classroom after lunch/break • Disrupting learning continuously 	<ul style="list-style-type: none"> • Adult to inform child their unwanted behaviour has continued, and they need some space and reflection time. This will be in the year group classroom. • After 5 minutes a short discussion with the child about behaviours and rules • Referral to Learning mentor to be made

		<ul style="list-style-type: none"> • Speak to SEND and Behaviour Lead • Class teacher to inform parent(s) about behaviours and concerns • Log on to My Concern that you have notified the parents, the incident and other actions
<p>Behaviours requiring Phase Leader/Assistant Head</p> <p>LEVEL FOUR</p>	<ul style="list-style-type: none"> • If the behaviours above persist after speaking to parent, child has missed playtime and other strategies employed. • High level of disruption to the rest of the class • Continued refusal to complete tasks • Causing physical, deliberate harm to others 	<ul style="list-style-type: none"> • A phase leader/Assistant Head/Deputy Head is to speak to the child about behaviours and arrangements put in place to complete restorative activities in their own time • Actions to be logged on My Concern • Behaviour lead to contact parents to notify of escalating behaviours and the next steps.
<p>Behaviours requiring further action from Headteacher</p> <p>LEVEL FIVE</p>	<ul style="list-style-type: none"> • Physical harm to others/fighting • Threatening language • Refusal to cooperate to keep others safe • Racist, religious, homophobic language. 	<ul style="list-style-type: none"> • Head to contact parents and arrange a meeting • Behaviour Lead to contact Trust to ask for further advise on Enhanced behaviour panel if needed.
<p>Behaviours requiring possible exclusion</p> <p>LEVEL SIX</p>	<ul style="list-style-type: none"> • Serious physical harm to another child or adult • Extensive damage to school property • Being unsafe and causing others to be unsafe 	<ul style="list-style-type: none"> • Phone call home by the Head • Exclusion by the Headteacher • Exclusion Letter sent home • Record incident on My Concern

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| | | <ul style="list-style-type: none">• Complete Transform Trust 'reporting an exclusion form'. |
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N.B. The Learning Mentor may contact parents to offer levels of support to families whereby behaviours are influenced by other factors. At Lawn we strongly believe that behind every behaviour is an emotion and it is a way of communicating, especially for our younger children.

MISSING BREAKTIME OR LUNCHTIME

The class teacher is fully entitled to decide that a child needs to miss a proportion of their break or lunchtime if they have been showing negative learning behaviours within class. The child is to be in a safe space outside at break or lunch (where an adult must be present) where they can reflect and go back into class with a fresh start. The class teacher must take the child out to break and inform who is on duty of the length of time the child needs to miss. At lunchtime the class teacher is to make the Play Leader aware of the child and this person will then co-ordinate where the child needs to be.

Missing of breaktimes is to be taken on the day and not carried over. The breaktime reflection time can vary between 1 minute and 10 minutes dependant on the behaviour. It is important that the child has the opportunity to talk to the class teacher about why they are missing their break time and also that once the breaktime has been missed the matter has been dealt with.

TRANSITIONS AND MOVING AROUND SCHOOL

- All staff members are responsible for the way the children move around school when out of the classroom. Children need to be shown and praised for the correct behaviours.
- Children should move quietly and walk around school, a child should be brought back and asked to walk and show the correct behaviours.
- Doors should be held open for each other and the children/adults should ensure they say thank you.

USING MOVEMENT TO PREVENT ESCALATION

For some children, a brief period away from the classroom may help to de-escalate a situation or, in some cases, help to prevent one.

If a child needs a moment out a class, it should be to the year group partner. If the child is younger, they should be accompanied. There is also the use of a blue card should a teacher need assistance from a member of the SLT or Learning Mentor.

LUNCHTIME SYSTEM

At lunchtime we have a dedicated team of playworkers who follow the principles and ethos we hold at Lawn Primary. Our playworkers are trained in attachment and have the authority to praise and sanction children should a child demonstrate positive or negative behaviours. Playworkers engage children in purposeful play for them to develop friendships and values along with supporting their development as a whole child.

POSITIVE REWARDS AT LUNCHTIME

Children at Lawn are also recognised for their behaviours at lunchtime, this is because we are aware that some children find unstructured times more difficult. The recognition helps to boost confidence, self-esteem and well-being. Children recognised for these rewards are looked upon as role models that are promoting the Lawn Values at lunchtimes.

FS2/KS1 Lunchtime Award: A certificate is given weekly to one child who has shown positive behaviours in the hall or on the playground.

KS2 Lunchtime Passes are awarded during assembly for the same reasons as KS1 above.

Playworkers may also give:

Stickers to any children they witness showing any of the values we hold at Lawn, such as excellent table manners, helping each other, being kind and showing respect to each other whilst playing outside.

A praise note may be given to the child to take home to show their grown-ups

A message to the teacher to inform them of the child's behaviour and award team points or Dojo's for any behaviours shown in the Learning Nutrients (see appendix 1)

SANCTIONS FOR NEGATIVE BEHAVIOUR CHOICES AT LUNCHTIME

<p>Verbal Warning</p> <p>LEVEL ONE</p>	<ul style="list-style-type: none"> • Inappropriate language/unkind words • Not following or listening to instructions • Not following rules of a game or activity • Causing disruption to a game or activity 	<p>Remind about school values</p> <ul style="list-style-type: none"> • Praise those children displaying the correct behaviours and aiming high • Re-direction strategies • Give a non-verbal cue • Pose questions/statements to remind children of the expected behaviours <ul style="list-style-type: none"> How can I help you? I'm wondering why... Thank you for... Well done for...even better if... • Use 'thank you' before the child has complied. This shows you expect they will comply.
<p>Time Out (to stay with Playworker 'on the hip')</p> <p>LEVEL TWO</p>	<ul style="list-style-type: none"> • Repeating any of the above behaviours 	<ul style="list-style-type: none"> • 10 minutes minimum time out or longer if needed. Child is to stay with the playworker.
<p>Play leader support</p> <p>LEVEL THREE</p>	<ul style="list-style-type: none"> • Further misbehaviour following 'Time Out' • Causing physical harm to others such as continuing to play rough games • Threatening language 	<ul style="list-style-type: none"> • Child will stay with the Play Lead who will inform the class teacher briefly at the end of lunch before the child goes back into class. • The class teacher is to inform parent/carer at the end of the day of lunchtime incident. • Play Lead is to record incident on My Concern • Class teacher to follow up with action of speaking to parent

<p>Additional Support from SLT</p> <p>LEVEL FOUR</p>	<ul style="list-style-type: none"> • Persistent behaviours from other levels above • Causing physical harm to adults and other children intentionally • Fighting • Persistent offensive/abusive language • Racist, religious, homophobic incident 	<ul style="list-style-type: none"> • Find a member of the SLT who will talk to the child and take them to a space to calm • SLT member to phone parents/carers • Record incident on My Concern • Internal exclusion missing lunchtime/breaktimes (length of time determined by member of SLT). • Attachment/Restorative/Rights respecting tasks to be carried out with child.
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SERIOUS INCIDENTS

A serious incident is any incident which endangers children or staff, either physically or otherwise.

At Lawn we have the right to take measures to keep children and staff safe. These measures include:

The legal right to confiscate inappropriate items from pupils such as mobile phones or other items not allowed in school

The legal right to search bags and other items should we consider a weapon, mobile phone or other items are in school that shouldn't be

Statutory powers to discipline pupils who behave badly on the way to and from school, for instance when walking to school through the community, travelling on public transport.

The Headteacher (in the absence of the Headteacher another Senior Leader) has the power to search pupils and/or their property if they suspect one of them is carrying a knife, offensive weapon or other items that are prohibited from being in school.

A legal duty to make provision to tackle all forms of bullying

There is zero tolerance of any form of serious assault on pupils or staff.

SUSPENSIONS AND PERMANENT EXCLUSIONS

At Lawn we will always aim for exclusions to be rare, however we are aware that there are occasions when all support and options have been explored to support the child and there is no other option. With any suspension or exclusion, we aim to ensure the process is applied fairly and consistently, the process is understood by Governors, staff, parents and pupils, pupils in school are safe and pupils do not become NNET (not in education, employment or training)

Any suspensions or exclusions are based on statutory guidance from the Department of Education

Only the Headteacher, or Acting Headteacher, of a school can suspend or permanently exclude a pupil on disciplinary grounds. 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.

Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.

When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.

When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, 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 suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

A decision to permanently exclude a pupil will be taken only:

In response to a serious or persistent breach of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education and welfare of others.

Before deciding to exclude a pupil, either permanently or for a fixed period of time, the headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events where practicable
- Consider if the pupil has SEND (this does not automatically mean the child is exempt but careful consideration must be made according to the individual's needs and the circumstance)
- Consider any 'contributing factors'
- Check that appropriate support had been provided

Suspensions

A pupil may be suspended for one or more fixed periods¹ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. The Headteacher will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways including Oak National Academy. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

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

¹ A 'fixed period' means that a suspension on disciplinary grounds can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed.

premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases.

Process of Suspension or Permanent Exclusion

- The Headteacher will immediately provide the following information, in writing, to the parents/carers of the excluded pupil, this will include:
The reason for the suspension/exclusion, the length of a fixed term suspension (or for fixed term exclusion, the fact that it is permanent).
Information will be given about the parents' right to make representations and how these should be made regarding a permanent exclusion to the governing board, how the pupil may be involved in this and where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at a meeting (at their own expense) and to bring a friend.
- For a fixed term suspension, the Headteacher is responsible for providing suitable work that a pupil can practically complete at home and for this work to be marked if required.
- Parents are legally required to ensure that their child is not present in a public place during the school hours without good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
- If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:
The start date, the start and finish times of the provision, the address at which the provision will take place and any information required by the pupil to identify the person they should report to on the first day.
- The Headteacher will immediately notify Transform Trust, the Chair of Governors and the Local Authority of:
 - a) a permanent exclusion, including when a FT exclusion is followed by a permanent exclusion being issued
 - b) exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes)
 - c) exclusions which would result in the pupil missing a public examination
- For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.
- The school will support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the

school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

26. The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

POST INCIDENT SUPPORT FOR PUPILS AND STAFF

Pupils should be given the time and space to calm down after an incident and when ready reintegrated back into their normal timetable/school day as possible.

Staff should be offered a short break out of the classroom where possible after an incident it is important to ensure that staff and pupils are given the emotional support and any basic first aid that may be required.

Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid

All injuries should be reported and recorded on accident form and in the accident logbook.

Following an incident of Child on Child there needs to be a full risk assessment in place to protect the victim. Please see the school safeguarding and anti-bullying policy for the process and procedures.

In the event of an incident involving violence towards staff, this should be reported to Transform Trust by the Headteacher.

INDIVIDUAL SUPPORT PLANS

The vast majority of children will follow The Lawn Way, our values and our commitments to each other and school. However, there will be occasions when an individual support plan is required. This will be co-ordinated by the SEND lead, Behaviour Lead, Learning Mentor and Class teacher. Risk assessments, individual handling plans and personalised timetables may also form part of the child's provision map will be drawn up by the SEND lead. Such plans must be followed

consistently by all members of staff and shared with parents. They should therefore be up to date and available for all staff to access.

MALICIOUS ALLEGATIONS

If a pupil makes an allegation against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the LADO.

If the allegation is found to be malicious, support for the pupil will be put in place through the SEND lead. If appropriate, a sanction may be given.

Support will be given to the member of staff through the behaviour and mental health lead along with Transform Trust.

LEGAL DUTIES

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND.

This policy should be supplemented with guidance from the SEND code of practice (2015) and other documents which promotes the safeguarding of children, such as Keeping Children Safe in Education (2019)

LINKED GUIDANCE OR POLICIES

- Anti-bullying Policy
- Equality Policy
- Safeguarding Policy
- SEND Policy
- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Appendix One (Learning Nutrients)

These are the nutrients/values that will be worked upon in and out of classrooms including at lunchtimes. Kindness and Manners are to be displayed at all times and rewarded appropriately.

Dojo Points will be given when a member of staff notices these values being demonstrated.

Dojo descriptors will need changing each half term by the class teacher to ensure the reward is in line with the rest of the school.

Autumn 1

Ambition

- I want to learn.
- I will keep going, even when something is difficult.
- I want to achieve.
- I want to improve what I have done.
- I can keep improving my learning.
- I will not give up.
- Manners
- Kindness

Autumn 2

Challenge

- I can push myself.
- I will do well in this lesson.
- I will learn from a failed attempt.
- I can be successful.
- I can think about what I need help with.
- I would like to be challenged.
- Manners
- Kindness

Spring 1

Positivity and Praise

- I can tell someone what they have done well.
- I can explain what someone might be able to do better (in a nice way).
- I can give feedback based on the learning.
- I can say what went well and what also give something to improve at the same time.
- I can help my class in lessons without my teacher asking me.
- Manners
- Kindness

Spring 2

Celebrating and Reviewing

- I can say what I have learnt to my class.
- I can ask questions.
- I can celebrate what my friends have done well.
- I am confident to say how successful something is.
- Manners
- Kindness

Summer 1

Coaching and Supporting

- I can watch what other people are doing.
- I can help someone else.
- I can show someone else how to do something.
- I can be a leader in a group.
- I can give sensitive feedback to help someone do something better.
- I can learn from other people.
- I can work in a team.
- Manners
- Kindness

Summer 2

Clear Outcomes

- I understand what I am learning.
- I can check if I don't understand something.
- I can choose what will challenge me.
- I can work out what I need to do next.
- I can create goals for myself.
- Manners
- Kindness