



Frambury Lane, Newport, Saffron Walden, Essex, CP11 3PU
Headteacher: Miss Amy Wareham

Together we grow at Newport Primary School

Behaviour Policy

Including exclusions

Approved by FGB

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We are kind. We are resilient. We are creative. We can communicate. We are proud.

At Newport Primary School we believe that we have a responsibility to teach social behaviours to all children and recognise the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and belonging to a whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

These, alongside our values of kindness, resilience, creativity, communication and pride are woven into all aspects of our school life.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn. All members of our school community have the right to feel safe in this school environment.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and children are vital. Our staff are fair and consistent (considering individual needs) enabling children to feel safe. Equally, our staff are approachable and there to support (not only to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

At Newport Primary school we believe that:

- Some children need more support and attention than others in learning to live out our school rules and meet the school's expectations of behaviour.
- All children have the right to be educated no matter how challenging their behaviour
- Reflecting on our systems, processes and procedures is vital to ensure that we are adapting our expertise and policy to fit the growing diverse needs of our school community. This may, on occasion, require us to seek external support and guidance.
- We are responsible for ensuring children are clear about how we want them to behave and will provide children with honest and supportive feedback on their own learning and behaviour. There is not an assumption from staff that children should 'know how to behave.'
- Positive reinforcement is a strategy for recognising acceptable behaviour.

The Newport School Rules

We are ready
We are respectful
We are safe

A Relational Behaviour Model

At Newport Primary School we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied:

Behaviour is something to	Interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	Relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We are clear with staff, children, parents and governors about which expectations are non-negotiable. We have high expectations for our children, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable children to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally, it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g. disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points, we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made.

At Newport Primary School, staff ensure good routines are taught and retaught regularly for:

- start and end of the school day
- transition times
- lining up to move around the school e.g. coming into the hall for assembly or lunch
- break and lunchtime

What do we do to teach and promote positive management of behaviour?

Consistent Positive Adult Behaviour

Strong relationships between staff and children are vital. Staff must be consistent with children and set firm boundaries at all times, enabling children to feel safe. Adults will model our school values and school rules and will remain deliberately calm when responding to poor behaviour. There is an expectation that all adults in the school meet and greet children with a smile and show consistent visible kindness and deliberate botheredness. Positively noticing something about the children or recalling a previous conversation or an event also builds relationships and provides a clear message to the children that they are valued and are cared for, here in this school.

Viewing behaviour as a learning process

At Newport Primary School, we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of '*connection before correction*'. Adults will foster the belief that there are no 'bad' or 'naughty' children, just wrong choices.

Recognition and Rewards

Positive behaviour is promoted throughout the school in a clear and consistent way. All staff will use positive behaviour management approaches e.g. proximal praise (noticing positive behaviour in others around the child) and highlighting prosocial behaviours and choices. 'Positive gossiping' to a parent about their own child can reinforce positive behaviour as well as increasing a child's self-esteem and sense of pride in themselves.

Good behaviour will be recognised sincerely. This can be done in a variety of ways and may vary according to the age and developmental stage of the children.

House Points/Dojos

Newport Primary School has three houses Debden (yellow), Granta (red) and Wicken (blue). Each child collects points for demonstrating our school rules. These may be awarded by all adults working in the school. Throughout the day house points are recorded on individual ClassDojo accounts. House Captains total the number of points. The winning house is announced in assembly on Friday morning. The total points for each house are then recorded as cumulative scores and in the last assembly of each term the house with the most points is announced – their reward is a non-uniform day the first Friday of the new term.

Notes/Work Home

Children may receive a positive note home, a phone call home or a ClassDojo from the class teacher or member of the SLT, stating something they have been doing that day that they should be particularly proud of. If they have created a great piece of work that too maybe photocopied with a note attached.

Star of the Week Awards

These are awarded weekly to a member of each class for demonstrating our school values, the nominated child collects their certificate and hears about why they have been a star. There is also a special nomination for overall star of the week for a child who has shone the brightest. The children are celebrated in our Friday Celebration Assembly.

Sharing work with another class/adult/buddy/member of the SLT and use of stickers are also other strategies that are used.

An Understanding of Behaviour

All behaviour is a form of communication. It is important that staff consider why the behaviour is occurring:

- sensory (meeting a known or unknown need)
- escape or avoidance
- attention (interaction or reaction) – connection seeking
- tangible (a way of gaining access to an item or activity)
- whether the behaviour is conscious or unconscious

Our general responses to mistakes and incidents: Using logical consequences and the use of consequences

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical; they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This apology can be verbal, written, picture form or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible, a close alternative should be used. It is important that staff focus on the immediacy of consequence rather than the weight of the punishment.

At our school, the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of suspension (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

Low Level Disruption	Possible Consequences
<p>Examples:</p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swinging on a chair • Refusal to comply with instructions • Making unnecessary noises repeatedly • Inappropriate verbal response • Interrupting the learning of the class • Interrupting the cohesion of the activity e.g. disruption at a lunch table • Being rude • Silly behaviour • Aggressive play during break/lunchtime • Arguing • Back chatting/ answering back 	<p>Time out</p> <p>Verbal Interventions– e.g. <i>I know you can behave better than this. I'd really like to see that.</i></p> <p><i>I can see there's something wrong (acknowledge their right to their feelings)</i> <i>I'm here to help and listen. Tell me what happened</i></p> <p><i>Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i></p> <p>Reflection support during breaktime or lunchtime with trusted adult.</p>
<p><i>It may be appropriate for the class teacher to speak to parents/carers about persistent low level disruption as this can be regarded as a serious incident, or has the potential to lead to a serious incident.</i></p>	
Serious Incident	Possible Consequences
<ul style="list-style-type: none"> • Deliberate and malicious physical violence towards another person • Stealing • Deliberate and provocative racist, homophobic or sexist comments • Persistent refusal to cooperate with members of staff • Absconding • Persistent rudeness/insolence to members of staff • Deliberate vandalism 	<ol style="list-style-type: none"> 1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident form completed for discriminatory incidents. 5. Incident recorded. 6. Parents notified by class teacher or SLT. 7. Outcome will be personalised based on the child, previous behaviour, severity, response from children.

<ul style="list-style-type: none"> • Swearing • Any discriminatory behaviour • Causing significant, deliberate damage to school property 	<p>8. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face.</p> <p>9. If response leads to suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after suspension.</p>
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***Please note incidents of bullying will be dealt with in accordance to our anti bullying policy.**

Ways to Record Behaviour Incidents

We have a clear process and system in place to record incidents that occur. We use ABC sheets to record the behaviour and then these are shared with a member of the SLT who records them on a behaviour tracker. This allows members of the SLT to establish if there are any patterns, triggers or particular areas of the school where unwanted behaviour is occurring. These sheets can be found in a folder in the staffroom and there is also an electronic copy on the staff shared server. Staff may use the STAR tracking form to identify trends or triggers to support our response and provision in these instances.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the children’s life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning.

We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their ‘Window of Tolerance’, as only then will the children be in a place to learn, connect and thrive.

Ways to Support Understanding

Behaviour Report Cards

If teachers and/or SLT become concerned about a child’s persistent low-level behaviour a report card may be introduced. A report card lasts for a nominated period of time, dependent on the wider context surrounding the unwanted behaviours. A report card will outline specific behaviours that need to be improved to ensure that the school rules are being followed. This report card will be written between school staff and the child and will be shared with parents/carers. Every day school staff will write a short update about the day, which then goes home to parents/carers and is returned the following day. We would ask for parental support in such instances to either reward or discuss behaviour at home. A strong school/home partnership can be really effective and is therefore encouraged.

Behaviour Support Plans

At our school, we believe that understanding what the behaviour is communicating to us is the first part for planning a response. A Behaviour Support Plan may be required which will be reviewed regularly with parents/carers and teachers and perhaps other relevant members of staff, there will be SMART targets clearly written, this may include a personalised distress management plan and or risk assessment. This plan will be shared with all members of staff and they will be supportive of the needs of the child.

Risk Assessment Process

In our school, we use a risk assessment process as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the children. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with children, in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a children (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Teaching Staff, supported by Teaching Assistants

- Plan the teaching and learning for all children
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Support the home/school partnership
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about a suspension
- Undertake their statutory role around suspension
- Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times, our school ensures that this person (adult or children) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible 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.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

Please also read our Use of Restrictive Interventions Policy.

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document. This includes reporting to ECC via MySafety.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: **ABC123**)

Screening, Searching and Confiscation

[Searching, Screening and Confiscation Advice for schools July 2022](#) allows school staff to search a child for any item if the child agrees. Safeguarding is the priority as referenced in Keeping Children Safe in Education. The school are aware of Article 8 of the Human Rights Act 1998, which states that all children have a right to expect a reasonable level of personal privacy. Therefore, any acts of searching, screening and confiscation will be risk assessed thoroughly beforehand to ensure that it is both justified and proportionate. This means that the need to safeguard all the children and safeguarding the needs of the child suspected in possession of prohibited items is balanced and considered.

The Headteacher (DSL) or Deputy Headteacher (DDSL) or other members of the Senior Leadership Team have a statutory power to search children or their possessions with or without consent (where they have reasonable grounds for suspecting that the child may have a prohibited item.)

For clarity 'reasonable grounds' means if a member of staff has heard a child or other children talk about a prohibited item, a member of staff has been told directly about a prohibited item, the item has been seen by a member of staff, a child has been observed behaving in a way that causes a member of staff to suspect that they are concealing an item.

The person carrying out the search will be the same sex as the child being searched and another member of the Senior Leadership Team will be present as a witness to the search. The only exceptions will be if:

- the searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- it's not reasonably practical to summon another member of the Senior Leadership Team (to carry out the search or act as a witness) within the time available.

However, the Headteacher or Deputy Headteacher will be able to call upon another available named member of the teaching staff to witness the search as it is imperative that safeguarding of the child and the searching member of staff is at the forefront. This member of staff will be determined by the Headteacher in the event of this circumstance.

If an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure that it is recorded on My Concern.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- tobacco and cigarette papers
- any article that the members of staff reasonably suspects has been, or is likely to be, used to commit and offence or to cause personal injury to, or damage the property of, any person (including the child)

This list is set out in the [Education Act 1996](#) and paragraph 3 of the DfE's guidance - [Searching, Screening and Confiscation Advice for schools July 2022](#).

Other items that are banned at Newport Primary School include:

- imitation knives and weapons
- non-age-related reading materials
- items that are socially unacceptable for a primary school setting
- electronic devices e.g. phones (inc smartphones, tablets, handheld computers) * kept in the box in the School Office where other electronic items are kept until they are collected at the end of the school day.
- other smoking/tobacco paraphernalia inc vapes or similar
- medication (prescribed or not prescribed) * kept in the School Office for safe keeping. A phone call home to parents to discuss if it is required throughout the school day.

Before a Search

The Headteacher or authorised staff member should:

- make an assessment of how urgent the search is, and consider the risk to other children and staff
- explain to the child why they are being searched, and how and where the search will happen, and give them the opportunity to ask questions about it
- always seek the child's co-operation

If a Child refuses to Co-Operate

In this case, the authorised member of staff should first consider why this is, and act proportionally, it may be that the child:

- is in possession of a prohibited or banned item
- doesn't understand your instructions or what a search will involve
- has had a previous distressing experience of being searched, or has experienced other trauma and is triggered by search or events around it

If the child still refuses to co-operate:

- you may put a sanction in place in line with our behaviour policy
- have the child supervised by another member of staff whilst you seek the support or advice from other relevant members of staff
- assess whether its necessary to use reasonable force to conduct the search (consider whether this would prevent the child from harming themselves or others, damaging property or causing disorder – please note that reasonable force can only be used for prohibited items but not other items banned specifically at Newport Primary School.

Searching a Child's Clothes

Search the child in an appropriate location that offers privacy from other children. This must be on the school premises, or where the staff member has charge of the child, such as on a school trip (the member of staff must seek permission from the Headteacher or Deputy Headteacher in his/her absence if they are not a member of the Senior Leadership Team).

Authorised staff can search a child's pockets and require children to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing includes: hats, scarves, gloves, footwear. We **cannot** ask children to take off any further items of clothing. Staff will ensure that they are sensitive to whether a pupil is wearing outer clothing for religious reasons when conducting a search.

Searching a Child's Possessions

Authorised staff can search desks, pencil cases and bags in the presence of the child and another member of staff.

Recording

All instances of searching for **prohibited** items will be recorded on My Concern and parents/carers will be notified. **Banned** items will not be recorded, but parents/carers will be notified.

Within that recording the following information will be provided: the date, time and location of the search, the name of the child searched, the person who conducted the search and the names of those who witnessed it, what was being searched for, the reason for searching, what items, if any, were found and the follow up action that was taken as a consequence of this search.

Confiscation

Authorised members of staff can confiscate any items they find that they have reasonable grounds for suspecting; poses a risk to staff or children, is a prohibited or banned item or is evidence in relation to an offence.

In the instances that an item has been confiscated this will then be kept securely in the School Office. We will then make parents/carers aware that it has been confiscated and ask them to collect it from the School Office at the end of the day.

The DSL or DDSL will refer to the DfE's guidance - [Searching, Screening and Confiscation Advice for schools July 2022](#) for any further information should it be necessary.

Fixed Term and Permanent Suspensions

Newport Primary School will consult the [DfE Guidance for Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including Pupil Movement](#) and the [Essex County Council](#) guidance and the [DfE Behaviour in Schools](#) guidance before making any decisions. Decisions for suspensions of any type will result in evidence being gathered to ensure that suspensions are lawful, reasonable and procedurally fair. Only the Headteacher can make the decision to suspend. In their absence, the Deputy Head can make the decision to suspend. Suspensions can be either for a fixed period or permanent. Suspensions may be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing a child to remain in school would seriously harm the education or welfare of the child or others in school.

The school will seek early intervention to address underlying causes of disruptive behaviour through a team led approach with school staff, parents and outside agencies, as required.

The Headteacher or Deputy Headteacher will, without delay, notify parents/carers of the suspension and the reason(s) for it. They will also, without delay, provide parents/carers with the following information in writing:

- the reason(s) for the exclusion
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent
- parents' right to make representations about the exclusion to the governing body and how the child might be involved in this
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have the right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Further Reading

Please also read the schools policies on:

- Child on Child Abuse HSB
- Use of Restrictive Interventions
- Anti-Bullying