

Newlands Primary School Behaviour Policy



Date Policy Issued/Last Reviewed:	July 2023
Review Due:	September 2024
Name of Responsible Manager Head Teacher: Mr D Bailey	

1. Expectations

As a TKAT school we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are a school that:

- Works together inclusively
- Respects and cares for each other
- Has ambition and is aspirational to all

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, Newlands Primary School will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. Newlands Primary School will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

2. Policy Implementation

Staff are responsible for: Implementing Newlands Primary's policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour. All staff will sign a form stating they have read and understood the policy.

The senior leadership team of Newlands Primary will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for conducting themselves in-line with Newlands' policy. This includes in lessons, when moving around the school grounds, representing the school in other activities off site, and when in the community and wearing the school's uniform.

3. Behaviour expectations

Children are expected to observe the following rules in Newlands Primary:

- Be Safe
- Be Ready
- Be Respectful

We expect our children to follow these rules throughout their day and their learning behaviour is underpinned by these rules. We have opted for rules that are simple and concise; they are easy for our children, staff, parents and wider community to remember and also to follow. At Newlands Primary we know that our children need to feel safe within our School, once they feel safe they will be ready to participate in their day and show respect for themselves and others.

Our rules are also linked closely to our School values which spell RESPECT; we want our children to have respect for themselves and those around them.

Each classroom has its own behaviour chart which allows the children to clearly track and monitor their own behaviour; this visual aid ensures that the children are aware of their current behaviours and what the consequences are. The chart is divided into 5 sections:

- **Shooting star – exceptional behaviour**
- **Gold – outstanding behaviour**

- **Green – good behaviour**
- **Yellow – low level negative behaviour**
- **Red – more serious negative behaviour**

Each child starts the day on green and we always give children the opportunity to ‘return to green’ by changing their behaviours and ensure that each new session, eg after break or lunch, is a fresh start. The child returns to green following a discussion around their behaviour and next steps.

Expectations for behaviour should continue during break and lunchtimes; TA’s can place children on gold and shooting star as well as move them to yellow or red which may result in a consequence.

Where children follow behaviour expectations, including our rules and values, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

See Appendix A for examples.

Following a time-out or a ‘reflection’ with a senior member of staff, a restorative conversation will take place. At Newlands Primary we believe that a restorative conversation is the most important part of supporting a child to reflect on their own behaviour; it enables the school to resolve conflicts and improve behaviour rather than take a punitive approach that can further damage behaviour and relationships.

The restorative approach principles are based on an understanding and acceptance that conflict is a part of life and when there is conflict there is underlying damage to both parties which needs to be addressed and resolved. This will hopefully prevent any further incidents of the same nature from occurring. Restorative conversations transform a moment of wrongdoing to a learning opportunity, supports the individual who has been ‘harmed’ and also creates a culture of mutual respect and care.

4. Rewards

Alongside our three School rules, Be Safe, Be ready, Be respectful we also have our School values.

RESPONSIBILITY – to look after themselves and their learning

EMPATHY – to strive to understand and share the feelings of others

SUCCESS – to work hard to achieve their aims

PERSEVERANCE – to keep going when things are difficult

ENTHUSIASM – to maintain an interest and enjoyment in their learning

CREATIVITY – to use their imagination and ideas to create something new

TEAMWORK – to work together to achieve their aims

In addition to the above, students have further opportunities to be rewarded in Newlands Primary for good behaviour through a number of ways:

1. Celebration Assembly: each Friday we celebrate the children’s success’ as a teacher will nominate a child to receive a badge if they have shown one of the School values. Each child will then receive a badge.
2. Positive verbal praise within the classroom.
3. Gold and Shooting star on the behaviour chart.

4. *Marvellous Me* messages home to parents.
5. During lunchtime children are rewarded for positive behaviour (eg being kind, being helpful) with lunchtime awards and stickers.
6. A visit to Headteacher Mr Bailey and deputy headteacher Mrs Farbrace is always encouraged where the children's efforts will be recognised.

5. Graduated Approach to Support Pupils

The school has a graduated approach to supporting behaviour as detailed below:

- i) Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.
- ii) Behaviour support plans, provision maps and personalised plans are in place for students unable to conform to level 'i' and this involves interventions, adaptations to timetables and curriculum, other external agency involvement, and the like.
- iii) Students and staff have school wide systems which are in place to ensure good behaviour with imposed sanctions for classrooms and learning and around the wider school. These include time out in another classroom, reflection during their break or lunchtime, internal exclusions and fixed term exclusions. On some occasions we may choose to use a restorative approach which is detailed below.
- iv) Students with the most significant behaviour profiles are referred to any internal or external alternative provision for placements of varying duration dependent on need. Should a child not respond to restorative procedures and other support plans that have been put in place then a managed move may be considered. This may be necessary to avoid further exclusions for the child.

Time out, reflection and restorative processes

At Newlands Primary, if a child is given a time out for their behaviour this is seen as an opportunity for them to consider their negative behaviour and the impact it has had on themselves and others and agree to change that behaviour when they re-enter the classroom. It is important that children see this as a time for them to reset so they can return to green.

Should a child display a continuation of yellow behaviours, despite warnings and after a time out, or red behaviours (as highlighted in Appendix A) then the child will be expected to spend their break or lunchtime reflecting on their behaviour with their class teacher, phase leader, behaviour mentor, deputy headteacher or headteacher.

In regards to after School detentions, although 24 hours' notice of a detention is no longer required by the Department for Education Newlands Primary would not use this as a sanction. We will endeavour to inform parents of our decision to give a child an in School sanction; this is done via the use of behaviour slips which go home with the child at the end of the day and through verbal communication between the teacher and parent. In setting, for any time out or reflection, the School will consider:

- the welfare and any special needs or disabilities of the child
- the impact of the sanction on the child
- whether the child has responsibilities outside of School

Exclusions

In extreme cases of poor behaviour, the school will exclude a pupil. The reasons are stated below and included but are not limited to

- **The safety of that child**
- **The safety of other children and staff.**
- **To enable the education of the other children to continue.**
- **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.**

Before the school does this, they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment.

For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

** Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.*

See appendix A for examples of graduated sanctions implemented by the school

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. The school has a 'zero policy' on bullying incidents and all reported incidents will be dealt with in accordance with the school's bullying policy.

Incidents relating to Protected Characteristics

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing

with perpetrators, Newlands Primary will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

All incidents relating to Protected Characteristics will be logged and reported to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools.

Incidents relating to Sexual Harassment and Sexual Abuse

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), Newland's Primary School starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

Use of social media

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school / academy's behalf
- using school / academy logos or trademarks.

Any misuse of social media will be investigated by the Designated Safeguarding Lead who oversees Online Safety alongside the Headship team.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions at the end of this policy..

In accordance with the prevent duty, the school uses extensive and effective filtering of the school's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

At Newlands Primary School we understand that children may need to bring their mobile phones into School however we expect them to be given to the class teacher in the morning, they will then be locked away for the day and returned at the end of the day.

Prohibited items and searches

Newlands Primary School have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the school

/ academy rules which has been identified in the rules as an item which may be searched for” (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. The school may carry out searches for drugs in accordance with this policy. Any concerns raised due to children possessing any drugs or medication will be dealt with primarily as a safeguarding issue.

Parental involvement: Usually the school will inform parents/carers when their child has been found to be involved with or possessing drugs or medication but where there are potential safeguarding issues the school / academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Use of reasonable force

Newlands Primary School will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the school will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents in a meeting about their child's behaviour.

Any use of physical intervention must be recorded in the Positive Handling Book and must also include any training that staff have had.

The power to discipline beyond the school gate

The school / academy may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This includes bullying and cyber-bullying.

Use of social media

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including setting up accounts on social media platforms that are in line with the expected/legal age limits.

Below are the areas of use prohibited by the school:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils, or third parties
- false or misleading statements
- use that impersonates staff, other pupils, or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Any misuse of social media will be investigated by the Headteacher, Deputy Headteacher and, or a Senior Teacher and overseen by the senior member of staff who oversees E-Safety or the school's Designated Safeguarding Lead. Sanctions for breaching the prohibited use of social media will be dealt with on an individual basis where the sanction was given and will take into consideration the context of the situation.

In accordance with the prevent duty, the school uses extensive and effective filtering of the school's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

Appendix A Graduated Sanctions

Newlands Primary School's sanctions for behaviour(s) are tabulated below:

Behaviour	Sanction
<p>Yellow Behaviours</p> <ul style="list-style-type: none"> ● Talking over others ● Low level distraction of others ● Arguing with peers ● Calling out 	<p><u>Non Verbal Cues</u></p> <p>A look Hand gesture</p> <p><u>Verbal Reminder</u></p> <p>'Name' you are (describe action). Please can you (desired behaviour). Praise a child with the desired behaviour. Warning 1. Reminder to change behaviour to return to green. Peg moved off of green to the bottom of yellow.</p>
<p>Yellow Behaviours</p> <ul style="list-style-type: none"> ● Continuing to be off task/distracted ● Continuing to distract peers ● Continuing to call out ● Rudeness to staff and peers ● Continual talking ● Refusal to follow instructions 	<p><u>Verbal Reminder</u></p> <p>'Name' you are (describe action). Please can you (desired behaviour). Praise a child with the desired behaviour. Warning 2. Reminder to change behaviour to return to green. Peg moved to the middle of yellow.</p>
<p>Yellow Behaviours</p> <ul style="list-style-type: none"> ● Rudeness to staff and peers ● Throwing small equipment ● Continual talking ● Refusal to follow instructions ● Disruption to learning for themselves and peers 	<p><u>Warning</u></p> <p>'Name' you have continued to (describe action), this is your third warning and you now need to think about making the right choice. You should have a time out to think about your behaviour and reflect on what has happened. When you come back to class we will talk about your behaviour so you can return to green.</p> <p>Time out will take place in a partner class - child to be given a timer or another adult to support the child in recognising when they are ready to return to the classroom. Staff to recognise the importance of co-regulation.</p> <p>Yellow behaviour form to be complete and sent home to parent. Parent to sign and it is to be returned the next day to CT. Behaviour to be logged on CPOMs.</p> <p>CT to track the number of yellow behaviour forms that child receives through the half term.</p>

<p>Red Behaviour</p> <ul style="list-style-type: none"> ● Refusal to come in from playtime/lunchtime ● Leaving the classroom without permission ● Continuation of yellow behaviours following time out ● Destroying work 	<p style="text-align: center;"><u>Consequence 1</u></p> <p>'Name' you will have a consequence with your class teacher or phase leader for (describe action). You will need to think about your behaviour and reflect on what has happened. Then you need to (describe desired behaviour). Move name to 'Red'. Behaviour support mentor or another member of the headship team may be called to support the child.</p> <p>Red behaviour form to be given to parent following restorative conversation with child, parent to sign the form and return it the following day. Behaviour to be logged on CPOMs. CT/Phase leaders to track the number of red behaviour forms that child has each half term.</p>
<p>Red Behaviours</p> <ul style="list-style-type: none"> ● Deliberate physical violence towards a child or adult that results in harm ● Racist incidents ● Incidents relating to sexual harassment and sexual abuse ● Upturning furniture ● Climbing School property ● Absconding from School premises. ● If you are significantly unkind to others including the use of sexual comments, remarks or jokes. If this is investigated and found to be bullying. ● If you sexually harass another child, including online sexualised comments and / or requests for explicit photos. ● If you commit sexual violence, or sexual assault ● If you send explicit photos of yourself or share 	<p style="text-align: center;"><u>Consequence 2</u></p> <p>'Name' you will have a consequence with the Behaviour support mentor/DHT or HT for (describe action). You will need to think about your behaviour and reflect on what has happened. Then you need to (describe desired behaviour). Move name to 'Red'. Red behaviour form to be given to parent following restorative conversation with child, parent to sign the form and return it the following day. Behaviour to be logged on CPOMs. CT/Phase leaders to track the number of red behaviour forms that child has each half term.</p> <p style="text-align: center;"><u>Headship team to decide sanction from the following:</u></p> <ul style="list-style-type: none"> Lunchtime reflection Internal exclusion for AM/PM Fixed-term exclusion Phone call home Meeting with parents/carers

	explicit photos of other children
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The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances

The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table