



Newton Leys
Primary School & Nursery

Newton Leys Primary School and Nursery

Behaviour Policy and statement of behaviour principles

Adopted by Governing Body: (updated) Feb 2026

Review Date: September 2026

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

At Newton Leys Primary School and Nursery, our aim is to create a safe and happy environment where everyone, regardless of gender or ethnic origin, feels valued. We have very high expectations of behaviour and attitudes and aim to positively promote good relationships and behaviour. We view parents as important partners in establishing, improving and maintaining high standards of behaviour and conduct. We view the school as integral to the community and recognise that our responsibilities can extend beyond the school boundary especially on the way to and from school.

We recognise that positive attitudes, values, excellent standards of behaviour and a purposeful environment are important factors in promoting high attainment and in raising standards.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Refusal to complete classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group over time by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Speak politely and respectfully to staff members and other children within the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and uphold the SMART rules and values
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

If a child brings a mobile phone into school it must be handed immediately to the class teacher where it will be locked away securely until the end of the school day. Children are not allowed to access their mobile phones or use them during the school day or at any school based events. Parent permission will need to be provided for children bringing a mobile phone into school.

SMART code of behaviour

Newton Leys Primary School and Nursery Children are **SMART** and this underlines our expectations and values:

We expect the highest possible standards of behaviour from all pupils and in order to achieve this we have established a School Charter. The SMART Charter is used across the school with all pupils from EYFS to Year 6 and sets out the attitudes, expectations and values that we believe underpin the ethos of our school.

As **SMART** learners we are:

Sensitive	Kind, gentle and helpful to others. Taking others' feelings into consideration, being fair to all and respectful. Careful with property and nature.
Motivated	Hard workers who have a go. Maximum effort, supporting others and ambitious.
Aspiring	Committed and ambitious, aiming high. To be the best we can and believe in ourselves.
Resilient	Always try our best and never give up. Thrive on challenging ourselves.
Truthful	Honest and always tell the truth. Taking responsibility for our actions and are trustworthy.

All children are constantly reminded of our **SMART code of behaviour**:

- The SMART Code of behaviour is discussed in PSHE and Circle Times throughout the year.
- Adults talk about SMART work and SMART behaviour – asking why it can be described that way.
- The SMART Code of behaviour is displayed in each classroom.
- Assemblies and lessons reinforce the school policy.

Behaviour Principles

At Newton Leys Primary School and Nursery we believe that:

- We value and care for every individual in our school and there is a culture of mutual respect.
- Good behaviour is a collective responsibility for everyone in our school.
 - Good behaviour is modelled and taught, recognised and praised.
 - Good behaviour is reinforced, and high self-esteem is promoted.
 - There is a focus on both the rights and responsibilities of the child.
 - Boundaries are clear and consistent.
 - There is a strong culture of positive values that pervade the whole school.
 - Everybody has a right to feel safe.
 - Children are treated as individuals.
 - All staff are approachable and have high expectations.

Newton Leys Primary School and Nursery has the same expectations on behaviour for children in lessons, at break and lunch times as well as on educational visits and residential. These expectations also extend to children who are representing the school in sports fixtures or other events outside of the school, but where children are representing the school.

Learning Zones:

We have also implemented Newton Leys Learning Zones. These are displayed in the classrooms and have been explained to the children in assemblies and in their classes. You may find that children come home talking about 'purple zone' behaviour, which is where we aspire for all children to be. We are using these to help the children to understand and identify which zone they are in to be ready for learning. The majority of children will be in the green zone but will aspire to be in the purple zone. We are also teaching them strategies that they can use to self-regulate/refocus so that they are ready to learn. We are using these zones from Reception to Y6. (See Appendix 1.)

Strategies used in our school for the promotion of good behaviour (please see appendix 2)

Rewards

There is a focus on intrinsic rewards. Teaching staff give meaningful praise and 'catch the children being good'.

Earning SMART Merits

All staff can award 'House Points' to children for a variety of reasons. These should be linked to the SMART values, we are now referring to them as 'Smart Merits'. These can be awarded by any member of staff or visitor to the school with a maximum of 2 at a time. The children earn SMART merits on their individual merit cards. 25 – Bronze, 50 – silver, 100 – gold and when they have achieved each of these they will receive a SMART reward. Each time they earn a Smart merit they have their card stamped and put a token in the tube for their house.

For example:

- **Sensitive** – Helpful approaches to different situations, when children contribute to lessons in a positive way by helping out by answering questions or by supporting friends to do better. Demonstrating a caring attitude towards peers. Polite, well-mannered behaviour. Take responsibility for the school environment e.g.: proactively tidying the classroom, encouraging others.
- **Motivated** - Positive attitude towards work, working to the best of their ability, neatly presented work, when children try hard and make a big effort to improve their work or homework.
- **Aspiring** – When children demonstrate they are pushing themselves, aiming high and are committed to their learning, and trying to better themselves
- **Resilient** – When children complete homework, complete work in class to the best of their ability, try hard in tests. They display resilience in challenging situations.
- **Truthful** – Display honesty and tell the truth taking responsibility for their actions.

Smart Merits can also be given for 'team' events rather than individual achievements.

- When children represent the school at events and sporting teams.
- When children take part in after school activities, homework clubs and coursework clubs and show good manners.
- When they represent their house or school in competitions and events.
- Show good manners and are polite both in and out of school on trips, tours and events.
- When children make contributions to the school by taking part in special events.

Every week, the school councillor will bring the class set of tubes to the big set of tubes to empty them in. The House Captains will do a visual check and a weekly winner is announced during our Celebration Assembly. Smart merits are then visually totalled over the course of a term, a winner is announced, and the children in that house are rewarded with a special event or treat. The House Captains, children from the School Council who are from this house and also the teachers from that house will decide this. At the end of the year, once all Smart merits are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup and a special house award in the last week of the term, the front gates will be decorated in their house colour and they can wear their house colours for the day.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

PUPIL OF THE WEEK POSTCARDS

Each week teachers will identify a child within their class who has demonstrated the SMART values and this is completed and read out to the child in the weekly Celebration Assembly. The child will then take the postcard home to celebrate with their parents/carers.

SMART STAR AWARD

These are given to children for significantly going 'above and beyond' and demonstrating the SMART values. The children will receive a SMART star badge and certificate. The children who achieve a SMART STAR award are invited to a breakfast with their parents to celebrate each term.

END OF YEAR AWARDS FOR Y6

At the end of the year parents/carers of Y6 children will be invited to an assembly to celebrate the Achievement awards.

CELEBRATION ASSEMBLIES

These are weekly and celebrate pupils of the week, SMART merit awards and outside achievements 'Hall of Fame'.

POSITIVE MESSAGES HOME/PRAISE SLIPS

The teaching staff choose one child per day, who has consistently been following the SMART Charter and this is shared with parents/carers. In KS1, this will be in the form of a paper 'Praise slip' and in KS2 this will be an email home.

MANNERS

We have a focus on 'good manners', children will be given a special sticker to acknowledge this by a member of staff who has noticed they are displaying good manners.

TOP TABLE AT LUNCHTIME

Adults in the hall at lunchtime will identify those children who are displaying excellent SMART values, table manners and generally being good role models for others. They will then select children to sit on the 'Top table' the following week, where they will have some special treats to reward their excellent behaviour.

Consequences

Whilst every effort is made to prevent inappropriate or unacceptable behaviour and poor citizenship, however where it does occur, the following procedure will be followed.

The chart below indicates the examples of unacceptable behaviour and what action will be taken. This is not an exhaustive list.

Low Level Incident – Begin at Level 1

Shouting out/shouting at others
Disturbing other people who are learning

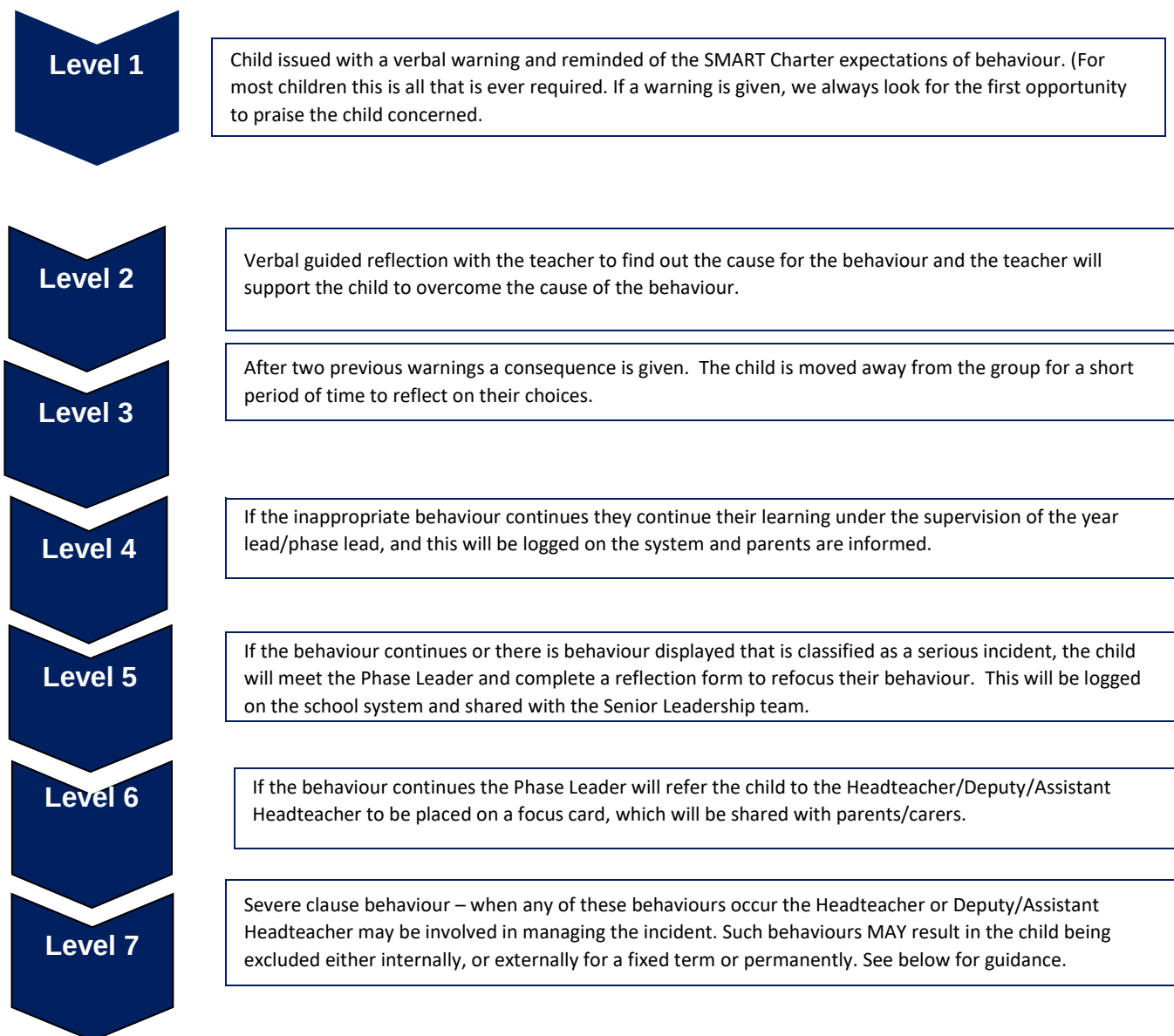
Playground disruption (i.e. pushing)
Purposely not keeping hands and feet under control

Inappropriate language
Ignoring a reasonable request

Serious Incident – Straight to Level 5

Swearing at another child/adult
Vandalism
Persistent refusal to follow instructions/reasonable requests
Possession of an offensive weapon
Fighting

Verbal abuse
Violence
Threatening behaviour
Malicious Accusations
Prejudice relating to race, gender, disability, religion or belief.



Severe clause behaviour (Level 7)

Certain behaviours require pupils to be automatically removed from the class, playground or the school. This includes:

- Serious physical or verbal abuse
- Persistent and/or defiant and disruptive behaviour including persistent failure to follow instructions from staff.
- Behaviour which constitutes a serious health and safety risk to children and/or adults in the school.
- Serious actual or threatened violence against another pupil or a member of staff.
- Malicious accusations to another adult or pupil
- Serious bullying incidents and non-accidental damage to property/equipment
- Prejudiced based incidents.

In cases where there is a serious breach of the behaviour code the school will immediately contact the parents and conduct a thorough investigation. In some circumstances the school may ask the parents to collect the child immediately: for example: if the continued presence of the child on the premises constituted a risk to the safety, well-being or education of others. This would be a suspension. The school has a firm commitment to helping children, in partnership with parents, to improve behaviour. Any form of exclusion is a serious step and is not undertaken lightly by the school.

However, the school must consider the health, safety, well-being and education for the whole school community when dealing with serious breaches of conduct. Where there has been a serious breach of the behaviour code the school will consider suspension.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the pastoral team or SLT and will be removed for a maximum of a day*. This will be reviewed on a case-by-case basis.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Use of pastoral staff eg: learning mentor
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusions

Where there is a serious breach in the school's expected standards of behaviour the resulting action is a fixed term internal or external suspension. At all times in such circumstances, the School's Leadership Team and Governing Body will work together. The Headteacher may use internal exclusion, which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. Internal exclusion can be to another class or to a designated area within the school and appropriate supervision will always be provided by the school for the duration of the internal exclusion. An internal exclusion may continue through break and lunchtimes.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension and permanent exclusions policy for more information.

Recognising the impact of SEND on behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Unless formally disapplied from the National Curriculum, all children have equal access to the curriculum. The National Curriculum gives great emphasis to the importance of inclusion, and the need for teachers to plan to meet the needs of all children. Work is therefore planned to meet the needs of children through outcome, differentiated/varied work or through additional support. Children who have learning difficulties may at times present with behavioural difficulties.

When supporting children with behavioural difficulties, teachers look closely at their work in order to ascertain if there is an underlying difficulty related to learning. Where a child is considered to have significant or persistent behavioural difficulties, discussion at an early stage takes place with the SENCO and the MK SEND team. In addition, support will be enlisted from the Learning Mentor and where appropriate our school SENDCO.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting the uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding of SEND
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Support from the Bridge Academy (Alternative Provision)
- Daily contact with a member of the Pastoral team
- A report card with personalised behaviour goals

Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Powers to give sanction

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to give sanctions pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to give sanctions applies to pupil behaviour in school and outside school, in certain circumstances.

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include:

confiscation, retention or disposal of a pupil's property and detention. Head teachers can also decide to suspend a pupil for a fixed period or to permanently exclude them.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any *prohibited items (see list below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil's co-operation
- › If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/deputy head to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above*
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items as listed above*, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed above*). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- › Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Helping Resolve Problems

Our SMART code of behaviour clearly outlines what we expect from the children. The vast majority uphold this code, but occasionally things can go wrong. We emphasise the importance of sharing concerns, however small, before they become unbearable problems. Children are told that they must talk to an adult who will help them resolve the situation.

PSHE and Circle Times give children opportunities to talk about issues that concern them. For those who would prefer a more private conversation, teachers will make time to see children at breaks.

The school will decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Whilst never tolerating poor behaviour, we do not wish to alienate those who have not yet learned the benefits of good behaviour and will endeavour to support them in a variety of ways. For example, this support can be given through careful

explanations, modelling good behaviour, giving opportunities to listen and respond to problems, positive report systems and pastoral support programmes.

We will always try to remain positive and professional in our dealings with poor behaviour. We will criticise the behaviour not the person.

Zero-tolerance approach to sexual harassment and sexual violence

We want everyone to feel included, respected and safe in our school. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to give sanctions to the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to give sanctions to the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusion policy
- Child protection and safeguarding policy
- Positive handling policy

Appendix 1 Learning Zones:

Newton Leys Primary School and Nursery Learning Zones EYFS		
"I can always try again"		
Learning Zone	My behaviour looks like this...	This means that...
 1 Good learning choices	I am listening I am looking I am kind I try my best I am being a SMART learner	I am ready to learn I feel good People around me feel good
 2 Trying my best	I am mostly listening I am having a go I remember the rules I fix my behaviour by myself I am being a SMART learner	I am learning I am making good choices I can fix it myself
 3 I might need help	I am wriggling I forget the rules I stop listening	I need support An adult will remind me I can check what others are doing
 4 Not making good choices	I am not listening I stop others learning I say unkind words	Learning stops I need to stop and think An adult will remind me
 5 Unsafe behaviour	I hurt someone I throw things I run away	Someone is not safe An adult must help me I need some time to reflect I won't be able to continue playing

Newton Leys Primary School and Nursery Learning Zones KS1		
"I am learning to make good choices"		
Learning Zone	My behaviour looks like this...	This means that...
 1 Good learning choices	I am listening I am looking I follow rules I am kind I try my best I am being a SMART learner	I am ready to learn I feel good Others can learn I feel good People around me feel good
 2 Nearly ready	I am mostly focused I am having a go I sometimes get distracted I correct my behaviour I am being a SMART learner	I am learning I am making good choices I can fix it myself
 3 I need a reminder	I forget the rules I talk at the wrong time I need reminding	I need support Learning is harder An adult will remind me I can check what others are doing
 4 Poor behaviour choices	I am not listening I stop others learning I say unkind words	Learning stops I need to stop and think An adult will remind me There will be a consequence
 5 Unsafe behaviour	I hurt someone I say unkind things I leave the classroom	Someone is not safe Learning cannot continue An adult must act I need some time to reflect There will be a consequence

Newton Leys Primary School and Nursery Learning Zones KS2		
"My choices affect myself and others"		
Learning Zone	My behaviour looks like this...	This means that...
 1 Positive learning behaviour	I am focused I am motivated I follow instructions I show respect I persevere I am being a SMART learner	I am ready to learn Others can learn Adults trust me I am a role model
 2 Self-correcting	I notice when I lose focus I manage distractions I refocus myself I make better choices I am being a SMART learner	I stay on track I am developing self-control
 3 I need refocusing	I lose focus I need help in managing distractions I need reminders I talk over others	Learning is disrupted I need support to refocus
 4 Low-level disruption	Talking over others repeatedly Ignoring instructions Distracting others Disrupting learning	Learning is disrupted There will be a consequence
 5 Serious behaviour	Unsafe actions Aggressive language Leaving without permission	Safety is at risk Learning cannot continue Senior adult must help There will be a consequence

Appendix 2

Strategies for the promotion of good behaviour

Public praise

Public acknowledgement of good behaviour can be very powerful in a positive way. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

Give children a choice

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem. The children will also be reminded about making the 'right choice'.

Be consistent

Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

Set high expectations

It is important for adults in school to set high expectations for all children with regard to their attitude and behaviour. This is not exclusive to the classroom and also applies to when the children are moving around the school and during school assemblies. Children need to be made aware of what the expectations of behaviour are and these need to be made clear to enable the children to follow expectations.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that are expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably.

Listen to the children

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings (eg. "You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to feel secure in the knowledge that issues will be dealt with appropriately.

Maintain frequent contact

All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early and children's attention returned to the task before behaviour actually becomes disruptive.

Self-awareness

Adults in school need to communicate confidence and authority. In order to do this, it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, choice of words and use of eye contact.

'Catch them being good'

Noticing and acknowledging anything that is in the direction that adults in school wish children to take, will encourage and reinforce positive behaviour. Examples (not an exhaustive list) of things to 'catch them being good' at include:

- entering the classroom quickly and quietly
- treating books and equipment carefully
- looking at the teacher quickly and quietly when asked to listen
- starting work quickly
- being polite
- moving from one task to another without teacher reminders
- tidying and clearing up
- working hard on a piece of work
- telling the truth
- holding the door open for someone
- handing homework in on time
- being a good friend
- saying please and thank you
- asking for help when they need it
- walking quietly around school
- listening well in assembly
- working well with a group of classmates
- being willing to try something new or difficult
- offering to help without being asked
- taking turns and waiting for others