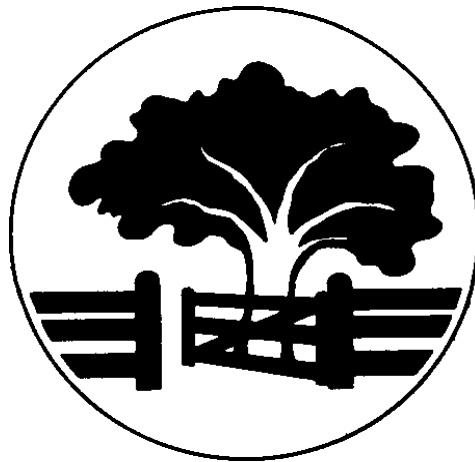


Behaviour Policy and Statement of Behaviour Principles

Newfield Primary School



Approved by: Narinder Nathan **Date:** 03/10/24

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1. 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
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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

3. Beliefs and Expectations at Newfield

Everyone is responsible for promoting positive behaviour at Newfield

This policy sets out our beliefs and expectations for promoting positive behaviour at Newfield Primary School.

At Newfield we have high expectations for all pupils to behave well and to complete their learning to the best of their ability. We expect all pupils to be active learners and to learn to take responsibility for their own work and behaviour, commensurate with their own learning needs, age or stage of development. Above all, we want a safe, happy school where all pupils are protected from bullying, unkindness and any other form of physical or emotional harm.

We recognise that for good behaviour and learning to take place pupils require a calm, caring, consistent and mutually respectful environment in which to thrive at school. We want classrooms to be places that support and promote learning and positive behaviour. We expect tidy, uncluttered classrooms to support learning and to help pupils to manage their own learning and behaviour. Effective classroom routines, good organisation of resources, quality first teaching and common approaches from school staff to all behaviours, both positive and negative, create the most effective learning environments. At Newfield, we know that how the staff behave and interact with each other, parents and pupils will set the tone and ethos for the pupils. We expect staff to be consistent in applying this policy and the guidance sets out in the appendices.

We believe that good behaviour like good learning can be modelled and taught. All adults are expected to act as role models and to embody the school values. The curriculum is a vital tool in educating pupils about citizenship, law and order, bullying, choices and all aspects of behaviour, well-being and safety. Personal, Social and Health Education is a vital vehicle for helping pupils to understand many aspects of behaviour, well-being and decision-making that can affect them now and in later life.

There is a clear connection between mental health and well-being and behaviour. All behaviour is communication and we understand that there are times that pupils need more or less support from the school in managing their own behaviour. We try to encourage pupils to “use their words” to tell us when they are struggling emotionally, but appreciate that this is a difficult skill even for adults. Some children will be unable to communicate verbally and we will try to adapt our expectations and provide greater visual and coaching support to help those pupils to make sense of how they are feeling. We educate pupils in how to identify their feelings using Zones of Regulation and other tools such as the Bucket Model. Over time we hope that the onus of self-control for managing behaviour passes from the school adults to the child.

Our ultimate aim is for all pupils to be able to recognise their own needs, to self-regulate and control their feelings and emotions and to be driven by intrinsic motivation in their work and behaviour; we are aware that this takes time and emotional maturity. Some pupils need higher levels of support and guidance than others as a result of their own life experiences, attachments and emotional resilience.

Pupils’ needs are varied and diverse, but all children respond to good relationships, consistency of approach and the fair application of rewards and sanctions. This is the basis of our Behaviour for Learning Policy at Newfield.

Our behaviour management approach is positive. We expect pupils to “Stay on Green” and recognise and praise the pupils who do this. Visual, virtual behaviour charts are displayed in classes and are used consistently throughout the day. The behavior software that we use is called Track It Lights. Every pupil can collect points by following the behavior policy and staying on green, silver or gold. Where pupils do not stay on green there, is a clear hierarchy of sanctions in place that are applied consistently (see Sanctions and Rewards). Having said that, each incident will vary from another incident in some respect, for example, the age and maturity of the child, and this will be considered when applying sanctions. We use sanctions to remind pupils that all actions have consequences in school and in wider society. We hope that pupils will apologise and repair any damage caused. Pupils are expected to take responsibility for their actions and to recognise what they have done wrong and identify what an appropriate sanction and reparation for the behaviour is. Some pupils may need some time to talk about what has happened and to be ready to apologise; we will give them time and space to do so.

School Leaders have high expectations of staff and pupils and expect them to adhere to this school policy at all times. School Leaders are present at the start and end of the day and over lunchtimes in the dining hall and on the playground to ensure good behaviour during transition times and times of recreation. School leaders are present in the school building and around classes throughout the school day.

Continuing Professional Development for staff and support for parents through workshops and training are essential in building and maintaining an understanding of how to help pupils to improve their behaviour. The school signposts courses and parenting opportunities on the website. We believe that working in partnership with parents is essential. Parents need to know when their child has made good choices and has worked hard, but they also need to be aware of any concerns that the school has about a child’s behaviour. Effective communication is vital if there is to be genuine parent partnership with the school to improve a pupil’s behaviour and learning.

At Newfield our Behaviour for Learning Policy is built on our school vision and values:

Our Vision

- ❖ To nurture **AMBITION** in our children by ensuring that all pupils have a sense of **BELONGING** in a learning community where they are empowered to **ACHIEVE the very best that they can.**
- ❖ For staff, pupils, parents, governors and the community to show **RESPECT** for each other. We aim to be a cohesive school knitted together with **KINDNESS.**
- ❖ To provide an engaging, stimulating and challenging curriculum to overcome barriers to learning so that all pupils can experience **ENJOYMENT** and **RESILIENCE** for life-long learning.
- ❖ To create a culture of **TOLERANCE** where the beliefs, thoughts and ideas of all members of the school community are respected.

School Values

We uphold and promote British values through our core school values of:

Achievement

Ambition

Belonging

Enjoyment

Kindness

Resilience

Respect

Tolerance

We expect all members of our community to embody the ethos of the school built around our vision and core values.

School Rules

- Be Kind
- Be Ready
- Be Respectful
- Be Safe

5. Definitions

Unacceptable behaviour is defined as:

- Not being ready for learning.
- Not being polite, kind or respectful to children or adults.
- Not showing the Newfield values.
- Not completing work to a good standard.
- Not moving in and around the school safely and with consideration for others.

Serious misbehaviour is defined as:

- Racist, sexist, homophobic or discriminatory behaviour.
- Hurting others or fighting.
- Making unkind, racist, homophobic or sexist comments or any comments that are intended to offend others.
- Swearing or insulting children or adults.
- Leaving a room without permission.
- Breaking or damaging property.
- Theft.
- Repeated breaches of the school rules.
- Smoking or vaping.
- Possession of a prohibited item in school- such as mobile phones, sharp or bladed objects, knives or weapons, tobacco, vapes, drugs or alcohol, fireworks, inappropriate sexual or pornographic images.

6. Bullying

Newfield has a zero tolerance towards Bullying.

We are an Anti-Racist School and we actively promote the values of Kindness, Tolerance and Respect. We focus on creating a culture where there is a strong sense of Belonging.

We are committed to educating pupils about different protected characteristics, including special educational needs and neurodiversity, to promote a greater understanding of every person's unique and different character.

Bullying is defined as the repetitive, intentional harming of one person or group 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 |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• 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, 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 |

Preventing, Identifying and Responding to bullying

As a school we strive to create a positive ethos where pupils treat one another and the school staff with respect because they know that this is the right way to behave. The Newfield Values of Achievement, Ambition, Belonging, Enjoyment, Kindness, Resilience, Respect and Tolerance permeate our work and are revisited through assemblies and PSHE activities. We also aim to instill in our children an understanding of the value of education and a clear understanding of how our actions affect others. Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff act proactively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

At Newfield Primary School we will:

- ensure all staff are aware of and follow the school Behaviour for Learning Policy;
- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- actively provide opportunities through PSHE and other areas of the curriculum to develop pupils' social and emotional skills, including their resilience;
- provide an 'open door' approach for pupils, staff and parents / carers to access support and report concerns;
- challenge practice which does not uphold British Values (tolerance, respect, accepting responsibility for an individual's own behaviour) and/or the school's values of Achievement, Ambition, Belonging, Enjoyment, Kindness, Resilience and Respect;
- consider all opportunities for addressing bullying in all forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, events, and the school council;
- regularly update and evaluate our approaches to consider the developments of technology, and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- train all staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents);
- proactively gather and record concerns and information about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- celebrate success and achievements to promote and build a positive school ethos.

Involvement of pupils -we will:

- regularly gather the children's views on the extent and nature of bullying;
- ensure that all pupils know how to express worries and anxieties about bullying;
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- involve pupils in anti-bullying campaigns in school and embed messages in the wider school curriculum (appropriate to their age);
- offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

In working with parents/carers, we will:

- make sure that key information about bullying (including policies and named points of contact if parents are worried) is available to parents / carers e.g. on the website, in newsletters;
- ensure all parents/carers know about our complaints procedure and how to use it effectively;
- ensure all parents/carers know where to access independent advice about bullying;
- work with all parents/carers and the local community to address issues beyond the school gates that may give rise to bullying;
- ensure that parents work with the school to role model positive behaviour for pupils.

Procedures for all Staff Dealing with Incidents of Bullying:

- When bullying is suspected or reported:
- Staff will intervene immediately when bullying is reported and initially deal with the situation themselves;
- Staff will investigate – listen to all parties and witnesses;
- All incidents of bullying will be recorded on CPOMs and be assigned to the headteacher, who may need to take further action such as to interview the children concerned;
- The headteacher may request support from other members of staff including the Healthy Lifestyle Leader, the West London Link Worker or the SENDCo to investigate the incident or to provide support for pupils.
- The child being bullied will be made aware that the incident will be dealt with;
- Wherever possible the situation will be resolved in school with all concerned children involved in finding a restorative solution that is acceptable to all.
- Parents / carers of the child/children doing the bullying may be asked to attend a meeting to discuss their child's behaviour;
- Parents/carers of the child being bullied will be informed and invited to meet with an appropriate member of staff;

- A suitable sanction will be implemented for the child who has bullied in order to modify or change the behaviour;
- Staff will monitor the behaviour of both “bully” and “victim”, and all staff will be alerted to watch out for further occurrence.
- Where appropriate Anti-Bullying Ambassadors will provide support for the peers at playtimes and around the school.

Supporting Pupils

The first priority will be to support the victim. Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice;
- Reassuring the pupil and providing continuous support;
- Being helped to develop strategies to prevent re-occurrence;
- Working with key adults to restore self-esteem and confidence.
- Sanctions will be applied to those children who bully as appropriate. This may be a removal of privileges or removal from the playground for a period of time in order that the victim may play and socialise safely in the knowledge that the bully is not present.

Pupils who have bullied- we will:

- Discuss what happened and establishing the concern,
- Develop an understanding of the impact of their actions on the victim, and helping them understand that what they have done is wrong and that they need to change their behaviour;
- Inform parents/carers to help change the attitude and behaviour of the child;
- Provide appropriate education and support;
- Sanction in line with school behaviour/discipline policy, for example, removal of the bully from the playground or classroom, time out in another class or with a senior teacher, or exclusion from playtime or lunchtime.
- In the most serious cases, a parent may be asked to take the child home at lunch time, or as a final resort, a formal suspension or exclusion process may be instigated.

Recording and Reporting Incidents of Bullying

All incidents of bullying are recorded on CPOMS by the member of staff dealing with the incident. The Headteacher maintains a log of incidents of bullying. Incidents of bullying are reported to Governors in the Confidential Section of Full Governing Board Meetings throughout each academic year.

7. Roles and Responsibilities

The Governing Board

The governing board is responsible for:

- Reviewing and approving the written Statement of Behaviour Principles (appendix 1).
- Reviewing this Behaviour for Learning 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. (appendix 1)
- 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and 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 for Learning 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 their own behaviour on the school culture and how they can uphold school rules and expectations.
- › Recording behaviour incidents promptly.
- › 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 for Learning Policy and reinforce it at home where appropriate.
- › Support their child in adhering to the school's Behaviour for Learning 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.
- › Download the Track It behavior app so that they can follow their child's behavior and attendance at 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 for Learning Policy.
- › The school's key rules and routines.
- › The points and 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.

8. School Behaviour Expectations

Pupils are expected to:

- Follow the school rules at all times and show the Newfield Values.
- Behave in an orderly and self-controlled way at all times.
- Show respect to members of staff and each other.
- Use STEPP (Sorry, Thank You, Excuse Me, Please, Pardon) at all times in school.
- Make it possible for all pupils to learn in the classroom.
- Respond to the raised hand “Stop” signal and the 1, 2, 3 routines of moving within the classroom as stipulated in Read, Write Inc. This is generally in the younger classes.
- Show good sitting on the carpet and in assembly, “Magnet eyes, backs straight, hands on knees or in laps.” When listening to a presentation, “Lips zipped” - at all other times pupils are encouraged to listen to others and to join in as active learners, lips should not be zipped. For those few pupils with additional needs who are unable to comply with all of the “good sitting” expectations, separate expectations will be shared with appropriate adaptations.
- Demonstrate “fabulous walking”- quiet, orderly walking in a style agreed by the class at all times.
- Move quietly around the school.
- Take extra care when walking up and down stairs.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when they are 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.

Moving Around the School

- Adults lead groups of pupils and classes from one place to another, ideally with one adult at the front of the line and one at the back. Adults expect and model fabulous walking.
- Pupils might be in line order.
- Teachers at the front of the line stop regularly to check that the line is together and walking quietly.
- During lunchtime Young Leaders help to take younger pupils to and from the playground.

Use of Toilets

- Pupils can use the toilet at any time with the teacher’s permission, but they record their name in a book on leaving the classroom during lesson time.
- At playtimes and over lunch, pupils will ask staff if they wish to use the toilets.

Mobile phones

- Older pupils are allowed to bring mobile phones to school if they travel to school alone. Parental permission is required in order for pupils to bring their phone to school.
- Pupils bring their phone straight to the school office where the phone is locked away by the office staff until the end of the day (once the class has been dismissed from the playground). Phones are left at the owners' own risk.
- Pupils cannot use their phone during the school day.
- Pupils can use their phone once they are outside the school gates.
- There will be some exceptions to the rules for medical or personal reasons e.g. diabetes monitoring. These exceptions must be agreed by the Head or Deputy Headteacher.

9. Promoting Positive Behaviour

| | |
|--------------------|---|
| Recognition Board. | <p>An exceptional piece of work.</p> <p>Learners of the Week.</p> <p>Values Bands of the week.</p> <p>Values Band (not the band of that week).</p> <p>Smart Bands.</p> <p>Exceptional Work- agreed by Headteacher or Deputy Headteacher.</p> <p>Sporting, Musical or other Achievements in school or out of school</p> <p>Above and Beyond...there are so many ways to shine and to be brilliant.</p> |
| Gold | <p>Going the extra mile.</p> <p>Above and beyond expectations in work and behaviour.</p> <p>An exceptional piece of work.</p> <p>Extreme effort and hard work.</p> <p>Sustained green behaviour over time.</p> |
| Silver | <p>Taking responsibility for yourself and your actions.</p> <p>Showing all of the Newfield values.</p> <p>Following the school rules at all times.</p> <p>An exceptional piece of work.</p> <p>Showing effort and aiming to improve your work and behaviour.</p> <p>Sustained green behaviour over time.</p> |
| Green | <p>Following the School Rules.</p> <p>Working hard.</p> <p>Showing the Newfield values.</p> |
| Yellow | <p>Not ready for learning.</p> <p>Not being kind or respectful to children or adults.</p> <p>Not showing the Newfield values.</p> <p>Not completing work to a good standard.</p> |
| Red | <p>Repeated Yellow Behaviours.</p> <p>Refusing to take part in the lesson.</p> <p>Continuing to be unkind or disrespectful to children or adults.</p> <p>Hurting others.</p> <p>Making racist, homophobic or sexist comments.</p> <p>Swearing or insulting children or adults.</p> <p>Leaving a room without permission.</p> <p>Breaking or damaging property.</p> |

Creating the Culture: Staff Modelling and Expectations

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. At Newfield, staff will:

- Be positive, consistent and fair.
- Welcome children in to class each day with a smile or a kind word.
- End each day with a smile and a positive ending.
- Recognise and praise children who are doing the right thing rather than focusing on negative behaviours (no celebrity status for children who do not behave).
- Celebrate the good and the positive- including sharing good work with other staff including the Senior Leadership Team.
- Model the behaviours expected of the children- e.g. not talking in assembly, walking on the left etc.
- Build good relationships with pupils and make sure they know that they are valued as individuals.
- Protect pupils from humiliation, shame and embarrassment. Staff do not shout or use harsh words or actions. Staff are careful of their tone of voice and choice of words.
- Act as role models. Children learn from and copy the behaviour of the adults that are significant to them.
- Teach Empathy - children need to develop the ability to take another person's perspective and feelings into account, for some children this is very difficult and needs to be a taught response. As teachers, we should look for opportunities to enable pupils to understand the effect of their actions, both positive and negative, on others.
- Give children space and time to calm down, recognising when children are emotionally flooded and about to "flip the lid."
- De-escalate situations by doing or saying nothing if pupils need quiet **or** by suggesting breathing techniques, visualisation, drawing or colouring, play-doh, Lego, recording worries in writing etc when children are ready to accept help.
- Give children a way back - getting it wrong and making mistakes are an essential part of learning. Children will naturally challenge and test boundaries. Our role as teachers is to work to get children to make better choices. When things do go wrong, it is our responsibility to repair any damage to the relationship. There needs to be a point at which the pupil knows the behaviour has been dealt with and that they have a clean slate and can start again.
- Welcome a pupil back after time in another class or out of class - show the child that they are accepted. If the child feels rejected, this will lead to resentment and a lack of co- operation.
- Provide clear boundaries and a structured learning environment - children only feel secure and safe if the adults who are caring for them provide consistent and clear boundaries.
- Recognise their own feelings and emotions. Take a break and walk away if they are not able to manage a situation without becoming upset or angry.
- Ask for and accept help from other adults to resolve situations.
- Only intervene if another adult asks for help- do not undermine or de-skill others.
- Accept apologies.

School Behaviour Management Expectations

Classroom Organisation and Management

- Classrooms should reflect the high expectations of the school for learning and behaviour.
- Classrooms must be tidy and uncluttered.
- Equipment should be of good quality and available to all pupils.
- Resources should be in clearly labelled trays and boxes and available to all pupils.
- Teaching resources should be prepared in advance of lessons and should be adaptive and support, not limit learning.
- Pupils should be organised in random Talk Partners on a Monday for one week; Talk Partners should change regularly.
- Class Monitors should be changed regularly.
- Pupils should be allocated spots on the carpet in EYFS and KS1, which should change frequently.

On display and / or used in every class:

- School Vision and Values
- British Values
- The School Rules
- A Reflection Zone
- Track It Lights Virtual Behaviour chart
- Rewards and Sanctions Charts
- Zones of Regulation poster- referred to and used (See Appendix 3).
- STEPP (Sorry, Thank You, Excuse Me, Please, Pardon)
- 6Bs posters (Brain, board, book, buddy, box, boss)
- Worry Boxes

Links to 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 www.newfield.brent.sch.uk

Responding to Positive Behaviour

In every class there is a Traffic Light system, with Gold, Silver, Green, Yellow and Red Circles. Pupils' names are all on the Traffic Lights and move up and down each morning or afternoon session.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

| Positive behavior / achievement | Response / Reward |
|--|--|
| <p>Work of an especially high quality</p> <p>Significantly improved work</p> | <p>Points awarded on the Track It behaviour chart.</p> <p>Learner of the week- one boy and one girl chosen each week. Class teams monitor who the learners are over a year to ensure fairness & equity. Small prize given in Assembly. Pupils' names on the website. 15 points awarded.</p> <p>Golden Table on a Monday for children awarded Learners of the Week or values bands.</p> <p>Positive written & oral praise linked to the hard work or quality of the work produced.</p> <p>Positive notes sent home if pupils are on gold.</p> <p>Positive notes copied and featured in Books of Recognition for pupils with EHCPs.</p> <p>Focus on effort & outcome. Please see Marking & Feedback Policy – no empty phrases.</p> |
| <p>Pupils who stay on green</p> | <p>Points awarded on the Track It behaviour chart.</p> <p>Hands Up in Assembly each week</p> <p>Good to be green badges and rewards.</p> <p>Badges for continuing to stay on green: bronze (a term), silver (2 terms) & gold star badges (3 terms).</p> <p>End of half term and end of year prizes for pupils who stay on green.</p> |
| <p>Pupils showing Newfield Values</p> | <p>Points awarded on the Track It behaviour chart.</p> <p>Values bands each week in Assembly Y6</p> <p>Helper Roles</p> <p>Pupils' names on website</p> <p>Other values bands awarded as & when noted by staff- please let Sarah know in advance</p> |
| <p>Sharing work with SLT or other classes</p> | <p>Positive praise focused on the work and the effort made.</p> |
| <p>Improved behavior and attendance</p> | <p>Smart bands in Assembly -different colours (green, bronze, silver, gold, turquoise) recognize continued improvement</p> <p>Phone calls and Positive Notes home</p> <p>Points awarded on the Track It behaviour chart.</p> |
| <p>Classroom Rewards- Class Charters.</p> <p>Marbles in the Jar</p> | <p>A treat in class/ extra play as agreed in the class charter.</p> <p>This must be planned and agreed in advance.</p> |
| <p>Handwriting of a good standard</p> | <p>Pen Licence</p> |

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| | Points awarded on the Track It behaviour chart. |
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As a general rule we do not use stickers, stamps for marking or food treats to reward pupils. In wishing to build intrinsic motivation all rewards are linked to effort, improved quality of work output or recognition of the school values being demonstrated in a sustained way. Some outside providers and programmes such as NELI do use stickers.

There may be occasions when a class or the whole school is offered a food treat e.g. ice creams in recognition of a whole class or school effort to behave or achieve a common goal, celebration of a special event or occasion etc.

Recognition posts for pupils fulfilling the school values:

- Young Leaders
- Playground and Classroom Buddies
- Sports Leaders
- School Councillors
- Classroom Monitors
- Librarians
- Anti-Bullying Ambassadors
- School Ambassadors
- Reading Buddies

Responding to Poor Behaviour Choices

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of a poor behaviour choice.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Direct the child to spend "Time Out" in the Reflection Zone
- Sending the pupil out of the class to work in a previously agreed space e.g. another classroom (appropriate to the age and stage of the child) or with SLT in serious incidents.
- A verbal reprimand / warning and a reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime (see below)
- Loss of privileges – for instance, the loss of a prized responsibility or place in a Sports Club for a session

- Referring the pupil to a senior member of staff
- Removal of the pupil from the classroom
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Suspension
- Permanent exclusions, in the most serious of circumstances

The Traffic Light System

- In Nursery, the children's photos are used to indicate where they are on the traffic light wall chart. The teacher will also record on the virtual chart.
- In EYFS, the traffic light wall chart supports the understanding of the virtual chart as the children begin to experience and understand rewards, actions and consequences.
- By the time children reach KS1, they no longer need the wall chart and only the virtual chart is used.
- Poor behavior choices will result in a yellow or red behavior being recorded on Track It Lights.
- Staff give yellow and red behaviours on the virtual chart.
- Giving a child a yellow or red behavior can trigger emotions and result in worse behavior for some pupils so the children can still be awarded points even if they have been given a yellow or red behavior.

Sanctions

At Newfield we have a zero-tolerance approach to all forms of bullying and harassment including, but not limited to homophobic, racist, sexist, sexualised and child-on-child abuse.

There is a strong link between our Behaviour for Learning Policy, the school's safeguarding culture and policies and our Personal, Social, Emotional and Health Education programme.

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| Yellow Behaviours | 5 minutes off playtime or lunch on the wall or in class. |
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| Red Behaviour | 15 minutes off play or lunch Parents notified orally by phone or in person by the class team. Recorded on CPOMS by the class team. |
| 3 Red Behaviours in one half term | Miss entire lunch play. Note: During all lunch time detentions pupils are given reasonable time to eat, drink and use the toilet but they will not necessarily eat with their peers or at the same time as them. Consider if there is an undisclosed issue, underlying or undiagnosed need that is causing this behaviour. Consider an Individual Behaviour Plan. |
| 6 Red Behaviours in one half term | Internal Exclusion for 0.5 or 1 day depending on the age of the pupil. Parents invited for a meeting with the Healthy Lifestyle Leader, Headteacher or Deputy Headteacher. Individual Behaviour Plan, Target Sheet and strategies created with the child, parents and teacher. Consider referral to outside agencies. Positive Handling Plan created if applicable. |
| Fighting on the playground or in the classroom | Time off the playground- as a minimum 2 days, maximum 5 days. Could result in internal or external exclusions depending on the severity of the incident. Recorded on CPOMS by the class team/staff dealing with the incident. Actions may be added by the Healthy Lifestyle Leader, Headteacher or Deputy Headteacher. |
| Bullying Pre-emptive: Anti-Bullying Work; PSHE Curriculum; School Values and British Values taught. | Both parents always contacted in serious bullying situations. Missed playtimes at the least up to internal or external exclusions depending on the frequency and severity of the bullying. Recorded on CPOMS by the class team/staff dealing with the incident. Actions may be added by the Healthy Lifestyle Leader, Headteacher or Deputy Headteacher. Reparation work with the victim. Work with the perpetrator to understand why they have bullied another person and how to repair this. Reparation work with the victim. Apologies are made and are |

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| | <p>sincere.</p> <p>Strategies for managing verbal and physical aggression are discussed with the child and parents.</p> |
| <p>Child on child abuse</p> <p>Pre-emptive: Anti-Bullying Work; PSHE Curriculum; School Values and British Values taught.</p> | <p>Both parents always contacted.</p> <p>Referrals to social care/police as appropriate.</p> <p>Recorded on CPOMS by the Safeguarding Team.</p> <p>Detention, internal or external exclusions depending on the frequency and severity of the abuse.</p> |
| <p>Sexualised comments, sexualised behaviour or sexual harassment.</p> <p>Pre-emptive: Anti-Bullying Work; PSHE Curriculum; School Values and British Values taught.</p> | <p>Both parents always contacted.</p> <p>Potentially internal or external exclusions depending on the frequency and severity of the abuse.</p> <p>Recorded on CPOMS by the Safeguarding Team.</p> <p>Referrals to social care/police as appropriate.</p> |
| <p>Racist, homophobic or other abuse</p> <p>Pre-emptive: Anti-Bullying Work; PSHE Curriculum; School Values and British Values taught.</p> | <p>Both parents always contacted and informed.</p> <p>Recorded on CPOMS by the Class Team/Staff dealing with the incident. Actions may be added by the Healthy Lifestyle Leader, Headteacher or Deputy Headteacher.</p> <p>Incidents logged and reported to Governors termly.</p> <p>In some cases, there is a need for re-education rather than a sanction, for example, when a young child repeats what someone else has said.</p> <p>Missed playtimes at the least up to internal or external exclusions depending on the severity and awareness of the abuse.</p> <p>Channel Referrals if necessary.</p> <p>Reinforcement of school and British Values.</p> |
| <p>Hurting an Adult</p> | <p>Parents always informed.</p> <p>Missed playtimes at the least up to internal or external exclusions depending on the severity and awareness of the outcome of the incident.</p> <p>Reparation work with the victim. Apologies are made and are sincere.</p> <p>Strategies for managing aggression are discussed with the child and parents.</p> <p>Consider if there is there an undiagnosed need. Discuss with parents.</p> <p>Recorded on CPOMS by the Class Team/Staff dealing with the incident. Actions may be added by the Healthy Lifestyle Leader, Headteacher or Deputy Headteacher.</p> |
| <p>Malicious Allegations against an Adult</p> | <p>The sanction would be determined based on the age, stage, understanding and special needs of the child making the allegation.</p> <p>Exploration of the reason for the allegations including mental health issues/parenting issues.</p> |

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| | <p>Records kept by the Headteacher</p> <p>Report to Chair of Governors</p> <p>Discuss with LADO/HR as appropriate.</p> |
| <p>Bringing a phone into school and:</p> <ul style="list-style-type: none"> • Keeping the phone in a coat or bag. • Taking photos or videos of others in school with or without their permission. • Sharing inappropriate content including pornography | <p>Phones can be stored in the school office with the parent and the school's permission.</p> <p>Not doing so is against the school guidance and will result in a sanction.</p> <p>Sanctions will range from internal to external exclusion.</p> <p>Any pornographic material will be shared with the police.</p> <p>Recorded on CPOMS by the Class Team / Staff dealing with the incident. Actions may be added by the Healthy Lifestyle Leader, Headteacher or Deputy Headteacher.</p> <p>Social care referrals will be made as necessary.</p> <p>See also the E Safety Policy</p> |
| <p>Bringing a harmful substance or equipment into school.</p> | <p>Internal or external exclusion.</p> <p>Police may be contacted depending on the circumstances</p> <p>Recorded on CPOMS by the Class Team / Staff dealing with the incident. Actions may be added by the Healthy Lifestyle Leader, Headteacher or Deputy Headteacher.</p> |
| <p>Behaviour outside school</p> | <p>Pupils can be sanctioned for behaviour outside of school.</p> <p>Sanctions will depend on the seriousness of the incident.</p> <p>Recorded on CPOMS by the Class Team/Staff dealing with the incident. Actions may be added by the Healthy Lifestyle Leader, Headteacher or Deputy Headteacher.</p> |
| <p>Bringing a weapon into school.</p> | <p>In most cases this would result in external exclusion and could result in a permanent exclusion.</p> <p>Police informed. Social care informed.</p> <p>Chair of Governors informed.</p> <p>Note: School staff have the right to search pupils' property.</p> <p>Recorded on CPOMS by the Safeguarding Team</p> |

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

10. 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 in the Restraint Book on the day or as soon after as the incident has occurred 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.

11. Confiscation, Searches, Screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to 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 the Headteacher or the Deputy Headteacher. The Headteacher may delegate authority to another member of staff to carry out a search under certain circumstances and as necessary. 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 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 in section 3, but not to search for items that are only identified in the school rules.

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

The Headteacher or Deputy Headteacher will carry out all searches of pupils' possessions. The Headteacher may delegate authority to other members of staff to carry out searches.

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 (listed in section 3) 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 in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), 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 in section 3). 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

12. 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).

13. 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.

14. 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.

15. Zero-tolerance Approach to Sexual Harassment and Sexual Violence

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

Please refer to our Child Protection and Safeguarding policy for more information:
www.newfield.brent.sch.uk

16. 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 discipline 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 discipline 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 details of how we manage Allegations against Adults.

17. Serious Sanctions

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 that is 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

Removal of a pupil from a classroom will be reported to the Headteacher at the time or at least on the same day and recorded on CPOMs. If a pupil is likely to need to be removed from the classroom a Positive Handling Plan should be created.

Pupils who have been removed from the classroom are always supervised by agreed school staff (another class teacher or teaching assistant) and will be removed for agreed short periods of time appropriate to their age.

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 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 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:

- Agreed support by the Inclusion Team (SENDCo, Headteacher, WLZ)
- Meetings with learning mentors or counsellors
- Support from ELSA
- Support from Teaching Assistants- targeted in or out of class support
- Positive Handling Plan created
- Support from Brent Inclusion Team

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

Suspension and permanent exclusions

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 exclusions policy for more information: www.newfield.brent.sch.uk

18. Responding to Misbehaviour from Pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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 and may include:

- Adjusted seating plans for pupils with Hearing (HI) or Visual Impairments (VI)
- Adapted tasks and targeted resources to support pupils with EAL and SEND to access learning
- Reduced teacher talk/instructions to minimise sensory overload
- Short, planned movement breaks for pupils with SEND who find it difficult to sit still
- Use of fiddle toys/sensory objects in lessons
- White boards to record answers to stop the pupil calling out
- Use of The Reflection Zone and Zones of Regulation resources
- A "fix-it" bag of targeted calming activities
- Pressure on, Pressure Off activities
- Wobble cushions and weighted blankets

- › Staff training on Speech and Language difficulties, autism, ADHD etc.

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 co-ordinator (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.

19. Supporting Pupils following a Sanction

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

- › Reintegration Meeting- including discussion of next steps and involvement of new strategies and other agencies/professionals.
- › Creation/review of Support Plan, Positive Handling Plan, Target Sheet, Report Sheet as appropriate
- › Named support/Key Adult in the school

20. 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

21. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

22. Monitoring Arrangements

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 year by the Headteacher.

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

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and the Full Governing Board 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 Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Board annually.

23. Links with other Policies

This Behaviour for Learning Policy is linked to the following policies:

- Suspension and Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy SB
- Digital Online Safety Policy
- Mobile Phone Policy
- Mental Health Statement
- Equality Information and Objectives

Appendix 1:

Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected. Every child should be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times informed by the Newfield values
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to ensure that there are mutually supportive relationships between the school and pupils' home

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

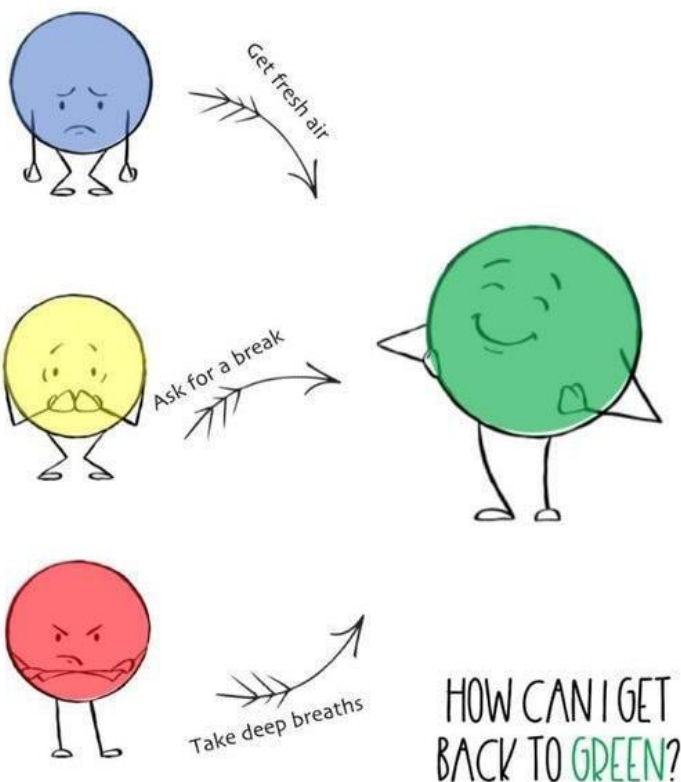
Zones of Regulation at Newfield Primary School

The Zones of Regulation is a conceptual framework used to help children with self-regulation. The system categorises states of alertness and emotions into four coloured zones of **RED**, **YELLOW**, **GREEN** and **BLUE** and helps children to improve their ability to recognise and communicate how they're feeling in a safe, non-judgmental way.

There is **no bad zone**. It is fine for children to experience all of these emotions while they're at school. However it is important for children to learn and use strategies to help them get into their **Green Zone**.

What is self-regulation?

Self-Regulation is when we can tell how we are feeling and decide what we need to do to feel better.



So, what do the colours mean?

The Blue Zone

The Blue Zone is used to describe low states of alertness, such as when you feel sad, tired, sick, or bored. This is when your body and/or brain is moving slowly or sluggishly.

The Green Zone

The Green Zone is used to describe a regulated state of alertness. A child may be described as calm, happy, focused, or content when in the Green Zone. This is the zone children generally need to be in for schoolwork and for being social. Being in the Green Zone shows control. This is the optimal zone.

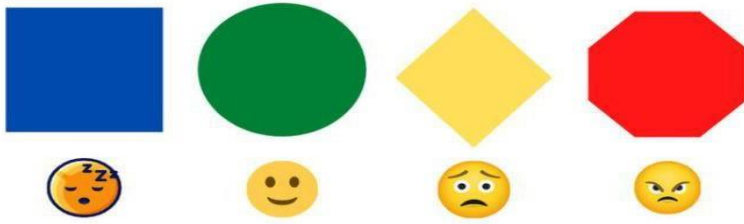
The Yellow Zone

The Yellow Zone is also used to describe a heightened state of alertness; however, a child has some control when in the Yellow Zone. A child may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone indicates a loss of some control.

The Red Zone

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A child may be experiencing anger, rage, explosive outbursts of behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of your body.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, we are "good to go". A yellow light means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when a child is in the Red Zone this often is the case. The Blue Zone can be compared to a car park sign where you go to rest or reenergise.



How are children being supported through the Zones at Newfield?

Children are encouraged to think about how their feelings and “check in” regularly. We have regular assemblies where we discuss the zones and what they mean. Staff provide strategies to help children around the school regulate their bodies and get back into the optimal zone. This may include use of move and sit cushions, fidget toys, chair bands, colourful visuals and sensory chewies etc. Posters are up in classrooms and around the school to help remind children of the different zones. Each class also has a *Reflection Zone* which is an area away from the main body of the classroom where children are able to reflect on how they are feeling and use the available resources to self-regulate. The resources on hand include, but are not limited to, books, visuals, posters, soft toys and sensory toys.