

Newbold Verdon Primary School



**Pupil Behaviour Policy
2025-2026**

**Restorative Practice Behaviour
Management**

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Restorative Practice Behaviour Management Policy

1. Statement of Intent

Purpose, aims and expectations of our policy.

At Newbold Verdon Primary School we aim to 'Inspire Our Dragons to Fly Higher'. To achieve this, we understand the importance of close working partnerships between pupils, school, home and the broader community.

We agree that: 'Everyone should treat one another with dignity, kindness and respect.'

Our aim at Newbold Verdon Primary School is to be a community that nurtures and supports every child; that is aspirational and emboldens every member to achieve their fullest potential; that values everyone's uniqueness and contribution; that opens up a world of opportunities through developing curious minds and perseverance; that gives children the courage to 'have a go' and enables children to show empathy and think of others. Our aims reflect our school values.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief. It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

2. Aims and Objectives

To establish clear expectations of behaviour.

To encourage pupils to conduct themselves in a responsible, reflective and self-disciplined manner.

To ensure good relationships are promoted through fairness and respect.

To refuse to give pupils attention and a sense of importance for poor conduct.

To help pupils self-regulate and be responsible for their own behaviour.

To provide opportunities to develop empathy and caring about the needs and rights of others.

To prevent all forms of bullying.

To working together with parents/carers to create a partnership between home and school.

To promote community cohesion through improved relationships.

To building a community which values kindness, care, good humour, good temper, discipline and empathy for others.

To reduce exclusion and increase inclusion.

This policy outlines a framework for the behaviour, attitudes, responsibilities and values expected of our whole school community and is underpinned by the research, literature and training of Paul Dix, 'When the adults change everything changes.' We take a restorative approach with consistent expectations and scripted language. This approach will build and strengthen community by promoting positive interactions and relationships and managing conflict. This is done by supporting individuals in taking responsibility for their actions, empathising with others, repairing and ultimately strengthening relationships at all levels. Restorative practices empower children and staff to be the best they can be with the ultimate aim of ensuring children achieve their personal and academic goals.

We have a duty under the 'School Standards and Framework Act 1998' to have in place a behaviour policy that is consistent throughout the school. Our policy is written in accordance with the DfE guidance from '*Behaviour in Schools Advice for Headteachers and School Staff July 2022*'.

The policy is aligned to key policy documents including our: Special Educational Needs and Disability policy; School Uniform Policy; Staff Behaviour Policy/Code of Conduct; and safeguarding arrangements, in particular the Child Protection Policy. The policy takes regard of mental health and behaviour in school's guidance and the Special Educational Needs and Disability 0-25 years Code of Practice, so that appropriate support can be provided to pupils who have additional needs.

3. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Education and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

Equality Act 2010

Voyeurism (Offences) Act 2019

DfE (2013) 'Use of reasonable force'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'

DfE (2023) 'Keeping children safe in education 2023'

DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

Pupil Code of Conduct

Social, Emotional and Mental Health (SEMH) Policy

Complaints Procedures Policy

Special Educational Needs and Disabilities (SEND) Policy

Suspension and Exclusion Policy

Physical Intervention Policy

Child-on-child Abuse Policy

Child Protection and Safeguarding Policy

Smoke-free Policy

Pupil Drug and Alcohol Policy

Searching, Screening and Confiscation Policy

Anti-bullying Policy

4. Leadership and Management – the role of designated staff and leaders

All staff

A school's culture and values are manifested through the behaviour of all its members.

High standards and clear rules reflect the values of the school and outline the expectations and consequences of behaviour for everyone. Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions/consequences are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

It is the responsibility of all staff in school to ensure that behaviour is modelled and positive behaviour is reinforced. All staff are expected to demonstrate high standards of behaviour and behave as role models for children. Time taken to reinforce positive behaviour and ensure high standards of behaviours are expected by children throughout the school building and

beyond. High standards of behaviour are expected towards all adults and children. We agree that, 'Everyone should treat one another with dignity, kindness and respect.' All staff must consider the causes of behaviour and behaviour should not be seen in isolation but as a form of communication. All staff use a combination of positive praise, rewards through Dragon Points and highlighting positive behaviour to teachers and parents. Staff may also remind children of inappropriate behaviour and should embark on restorative conversations at an appropriate time and location.

The role of the class teacher and support staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Consistency of expectations should be established in every aspect of school life and expected behaviour should be directly taught to children and praised at every opportunity. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school

It is the role of the class teacher to establish an environment which promotes positive behaviour and creates an environment where children see the value of good behaviour and how this can impact on their learning. This comes through respectful relationships - children and adults reflecting on their behaviour in order to understand and seek improvement. Teachers have responsibility for understanding and managing the behaviour within their classroom. All staff follow the school Behaviour Rules: Ready, Respectful Safe, implement policies and systems and seek support as required. It is essential that the teacher takes time to build relationships with the children and considers triggers for their behaviour. They must talk to parents about incidents of both positive and negative behaviour to build trust and seek ways of working together to improve learning. Teachers are also responsible for working with the whole class to enable children to understand the broader pastoral elements of behaviour that may be encountered through the curriculum such as through well-being lessons, PSHE, RSE and Circle Time.

Support staff work alongside the class teacher to build this learning environment and consider the well-being and behaviour of the children as a whole. They contribute to reward systems and may implement consequences through dialogue with children and staff. All behaviour should be seen as a learning process which supports children in making positive choices about next steps in their learning.

The role of the headteacher and school leaders

The headteacher must determine measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

The headteacher must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school. This is a core responsibility of a headteacher. It cannot be delegated.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.

School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Schools consider aligning this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications including The National Professional Qualification in Leading Behaviour and Culture (NPQLBC).

Newbold Verdon Primary School strives to ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. We use ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, to inform effective implementation, and even design, of behaviour policies – making links to whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools guidance.

The role of the Governing Body

The Governing Body has:

- the responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Head teacher to ensure that school staff and pupils are aware of this policy;
- delegated powers and responsibilities to the Head teacher to ensure all visitors to the school are aware of and comply with this policy;
- ensure there is an appointed a coordinator for behaviour and to work with the Head teacher;
- the duty to support the Head teacher and school staff in maintaining high standards of behaviour;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and the coordinator and to report back to the governing body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity. To achieve this, teachers and support staff ensure every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Provision is made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction is provided for pupils who are mid-phase arrivals.

The role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. Newbold Verdon Primary aims to reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parent may be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

5. Systems – including rules, restorative justice, routines, and consequence systems

We believe that all children have the right:

- to aim high and achieve their goals;
- to learn in an environment free from disruption;
- to be encouraged and praised for good work and positive behaviour.

We believe that every teacher and member of support staff has the right:

- To expect to teach in an environment without disruption;
- To take-action to not let one child's disruption affect the progress or safety of another child;
- To set clear expectations of good behaviour and high levels of effort in class;
- To be supported when needed by parents/carers, colleagues and senior staff;
- To work in an environment of mutual respect.

6. Behaviour Code and Curriculum

Our Dragon Behaviour Code defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties: Ready, Respectful, Safe. As part of an on-going process, expectations of behaviour are taught directly to the children like any other aspect of the curriculum. We share these expectations so they know when they are doing things right or wrong. So they know our expectations. These come from routines which are practised and the children are familiar with.

Children are shown how to behave in different scenarios with an understanding that good behaviour is learnt and should therefore be taught. We use a shared PowerPoint to reinforce Our Dragon Behaviour Curriculum both in class and through assemblies.

Our Dragon Behaviour Code

Rules (Ready, Respectful and Safe)

Ready, Respectful and Safe are the three rules which underpin our Behaviour Policy.

'Ready' - Ready to learn, ready to listen, ready to participate etc.

'Respectful' - Respect for themselves. Showing respect to their peers, to adults, to our environment.

'Safe' - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Ready	Respectful	Safe
School uniform Full equipment Listening Be on time	Listen to others and expect to be listened to. Appropriate language and tone. Look after the building, displays and equipment. Represent Newbold Verdon Primary positively both in and out of school.	Be in the right place at the right time. No physical contact. Stay safe online both in and out of school. Report any problems to an adult.

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Routines are used to teach and reinforce the behaviours expected of all pupils.

Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils is made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow. These are shared with pupils through direct teaching as part of our Dragon Curriculum.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible.

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

The Restorative Approach:

Our job is to teach the PUPILS we have,

NOT those we would like to have,

NOT those we used to have,

But those we have right now

ALL of them

At Newbold Verdon Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. The Restorative Approach allows ALL parties to have their say AND be listened to.

- Questions are used to support the restorative conversation. These include:
- What happened?
- What happened before this? (take a point of calm to start at) Hear each person's view – this may involve talking to each side individually initially and then as part of a group.
- Who has been affected by what you did?
- How have they been affected? What were you/they thinking then/now?
- How are you feeling then/now?

- What needs to happen to resolve this? An outcome must be agreed upon and if required parents informed.

During the week, classes will check in or check out at different times. During the week, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful.

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers refer to Reflective Pathway Chart.

Schools that use this approach have found that they have been able to:

Reduce	Improve	Develop
Exclusions	Behaviour	Truth Telling
Disruptive behaviour	Learning	Responsibility
Conflict	Attendance	Accountability
Bullying		Empathy
		Emotional Literacy
		Conflict Resolution Skills
		Positive Learning
		Environment

Equality for All

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist;
- Behaviour support specialists;
- Local PRU outreach service;
- Educational Welfare Officer;
- Families First Team;
- Social Care Praise and rewards;
- Local Authority SENA Team;
- Conversations with Social Workers and family Support Workers.

Recognition and Rewards

At Newbold Verdon Primary we believe that the key to promoting positive behaviour is through praise and rewards. Some of the ways we do this are:

- Every teaching space has a Recognition Board/mechanism that is used throughout the lesson to acknowledge students who are going over and above. This will be displayed at the front of the classroom;
- Catch them getting it right – verbal praise;
- Hourly recognition boards - perhaps followed by a round of applause at the end of lesson for those who appear on it;
- Positive notes- credit card size- teachers, SLT, support staff, visitors;
- Positive phone calls home;
- Over and above postcards home;
- Display good work in the classroom;
- Values certificates shared in the weekly celebration assembly.

Dragon Points given out by all staff to reward positive behaviour. The results of this are shared in the weekly celebration assembly and the winning team have the trophy displayed with the winning colours

Children who consistently demonstrate good behaviour may be made an Ambassador and they are given a green Ambassador fleece to wear for at least 2 weeks as a recognition of this. These are given out in the Celebration Assembly;

Good work or positive behaviour shared with other staff as Good News.

Personalised reward systems may be used where necessary to support children who are struggling to engage – these are set up by the class teacher and are used for a specific period of time and then reviewed.

At the end of the academic year Dragon Awards are given to one child in each class to reward a long term aspect of positive behaviour which has been shown throughout the year

Classroom displays

Each classroom has a display which shows:

- Our School Vision and Values
- Our Dragon Behaviour Code
- Recognition Board

Reward Charts

It is up to the teacher to decide the type of reward chart they wish to use in their class. These can be linked to Dragon Points. All children start the week on the on the neutral level of their behaviour chart. Children can only go upwards and move through the class recognition chart (this may be the sun, rainbows etc). Children do not go below neutral on the chart.

Consequences

Whilst having high expectations of behaviour, we acknowledge that there will be times when some children demonstrate behaviour that is not acceptable. Through the consistent use of the Paul Dix training and Restorative Practice strategies, we believe that the majority of children will be able to modify any unacceptable behaviour if we are excellent role models ourselves and give clear guidelines and boundaries, backed up by a fair and consistent system of rewards and sanctions that are underpinned by restorative philosophy. In order for this to be possible for our children, all staff members are expected to adhere to this policy consistently.

Should there be any signs of inappropriate behaviour emerging in class, staff members should use pre-emptive strategies to deter any escalation in the behaviour for example. These rely on the Push and Pull of positive behaviour management.

The Push – the boundaries and expectations. ‘This is how we do it here’

The Pull – the positive reinforcement, reason to behave, pull to be a better learner.

If a child is struggling to follow the rules of ‘Ready, Respectful, Safe’ Staff should follow the school Behaviour System (see below). This should be consistently used by all staff.

Reflective Pathway

Teachers will share and explain the Reflective Pathway with all children. Children should be aware what will happen if they don't meet the expectations.

REMINDER

First they will receive a brief reminder. This reminder lets them know that they need to adjust their behaviour. It may be something as small as catching their eye or saying their name - as long as it's clear that their behaviour has been noticed.

WARNING +TRIAGE

If the behaviour continues, the adult should warn the child that if there is another instance of *rule breaking, there will be a consequence. If possible, a brief conversation should be had at this point to attempt to help the child regulate themselves.*

MISS 2 MINUTES +TRIAGE

If the behaviour continues, inform the child that they will miss 2 minutes from their next break time or lunchtime. If it is in the afternoon, the adult must make a note of this and follow it up at the next available opportunity.

BEHAVIOUR MEETING WITH TEACHER

If the behaviour continues, the child should be told that they need to remain behind at break time/lunchtime for a meeting with the teacher to discuss behaviour. Teacher to decide sanction.

HEAD/DEPUTY/ADDITIONAL ADULT

If the behaviour continues, the child will be picked up by the head/deputy/senior leader/ELSA who will remove them from the situation to calm. After this, the child still needs to meet with the teacher to discuss how they will regulate their behaviour in future. It must always be the teacher who has this meeting so that they can build a relationship with the child. The teacher will decide the sanction. They will pick up their own tab.

Serious Breaches

Students who commit a serious breach will be triaged immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour.

Any student removed from the class will be recorded on CPOMs. The class teacher leads the behaviour in the classroom using the Reflective Pathway and positive recognition strategies and rewards. This can be recorded on Class Charts. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of the lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A reminder and warning of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final last chance warning should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted Language

By using scripted language teachers are supported and guided on how to manage challenging behaviour. This helps to avoid teachers diverting and confusing children. Scripts should be used consistently by all staff when managing challenging behaviour. It is recognised that at times of heightened behaviour when a child is in crisis, language should be reduced and take up time should be given to a child. Below is an example of a script to use during the triage stage of the Reflective Pathway.

Curiosity and a space for the child to speak- Are you ok? I was wondering what was up

Accept where we are - I asked to speak to you because I noticed you are struggling to keep to our rules

Signal where we are going - This is just a pause – I want to get you back in and working

Reset expectations - We've agreed that 'safe' is one of our rules – I need you to.....

Offer help – what do you need most, right now to help you get back to learning?

Plan to go back in – ok breathe, we need to go again – when we go back in I'm going to make it easy for you to go back in, save face and get to your desk

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. This may include a catch up with the child, a restorative conversation, a simple natural sanction/consequence such as clearing up or completion of work or a detention.

The Reflective Pathway offers; opportunities for Restorative Practices to be used to enable children to identify next steps in improving their behaviour; a way out of escalating behaviours; opportunities to make choices as defined by the teacher; chances for behaviours to be reflected on by the child or class to aid understanding and it gives children chances to calm using a restorative approach.

Acceptable Sanctions/Consequences:

These are a range of possible consequences or sanctions which may be considered appropriate. In line with the policy, some sanctions may be agreed with the child, others may be set by the staff member or senior leader as appropriate. Staff should primarily aim to follow the guidance outlined in the Reflective Pathway.

Examples of consequences/sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention during school hours;
- completion of work missed
- a natural consequence to repair damage caused
- school based community service, such as tidying a classroom;
- regular reporting including early morning reporting;
- the use of a positive report card for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Where any consequence has been agreed with a child and implemented, this should be communicated with parents on the same day.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a pupil in these circumstances has SEND that has affected their behaviour, the school will consider what the law requires (see section on Responding to the Behaviour of pupils with SEND).

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Physical Contact

Newbold Verdon Primary recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics. Various forms of therapy, the administration of first aid and intimate care involve touch. It is also used to reassure and comfort children. On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.

Example of circumstances when proportionate use of force may be reasonable.

- To protect people or property;
- To move children to a safer place;
- To prevent children from behaving in such a way that seriously disrupts school activities;
- To require a child to comply with a reasonable instruction;

At Newbold Verdon Primary, there are many members of staff who have been trained in deescalation and holding. All incidents where holding has been appropriate are recorded on CPOMs and in the Bound Book, parents/carers informed and actions put in place following

the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches.

The use of reasonable force

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. Headteachers and all school staff refer to this in their training and understand their duty of care as staff within the school.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Staff follow an agreed process in these circumstances as suggested as part of the Team Teach Training.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for banned items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. 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

A number of staff members in school are Team-Teach trained and these are recorded in the school office. In training, staff gained an understanding of Team Teach Principles and strategies to avoid or de-escalate potential crisis. The training also involved how to conduct physical interventions correctly, should a child need to be moved to ensure his/her safety or the safety of others in school. If school staff think it necessary to move a child using a Team-Teach move to keep him/her or others safe, they will do so as a safeguarding measure. Incidents requiring reasonable force/physical intervention are recorded in the Bound Book and on CPOMs.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is different to circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil’s education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom is considered a serious sanction and is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal is used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal is different to and distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND).

Newbold Verdon Primary will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation

The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the school will refer to the Equality Act 2010 and school's guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. At Newbold Verdon Primary we recognise that it is important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Supporting pupils following a sanction

Following a sanction, a range of strategies are used to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted restorative practice discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include supporting the child in resolving the issue and apologising to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Designated staff are appropriately trained to deliver these interventions. These interventions are part of a wider approach that involves the wellbeing and mental health of the pupil.

7. Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher may 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 headteacher may use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

The process of suspension or permanent exclusion

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

- If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body may be required to organise a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8. Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. If non-criminal poor behaviour and bullying occur off the school premises or online and it is witnessed by a staff member or reported to the school the

school will firstly contact parents about these behaviours. The school will then consider the consequences or sanctions appropriate in line with the schools list of consequences.

The school may sanction pupils for conduct outside the school premises, including online conduct:

- when wearing school uniform;
- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

9. Preventing Recurrence of Misbehaviour – Pupil Support

At Newbold Verdon Primary we believe that behaviour is a form of communication. To support children in learning how to behave in line with the school rules and for their development as part of society, we offer a range of support programmes, teaching opportunities and interventions. These may include;

- One to one time with an ELSA (Emotional Literacy Support Teacher)
- Personal Social Health Education lessons as part of whole class
- Circle Time
- Play Therapy
- Self-esteem work
- Positive report cards
- Nurture Group
- Support from outside agencies
- Mentor work
- Participation in these may be on an individual, small group or whole class basis.

In addition to the class teachers and wider school staff who support the day to day running of behaviour, specific staff are trained to support children when they are particularly finding it hard to cope. These include:

Jane Brennan – Deputy Head/SENDCo and Restorative Approaches Team

Anne Bayliss – ELSA

Sam North – ELSA (currently undergoing training)

Rachel Bell – ELSA (currently undergoing training)

If behaviours in a child are persistent and appear to be causing the child or their peers frequent difficulties, support from the school SENDCo or pastoral team may be sought. This may involve initial intervention to address underlying factors leading to misbehaviour and will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues may be appropriate and an emergency review of the plan might be needed. Where a school has serious concerns about a pupil's behaviour, it may consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

10. Suspected Criminal Behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and schools will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools will ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Banned items in school:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco;
- smoking and vape paraphernalia;
- fireworks;
- pornographic images;
- articles that the school reasonably suspect have been or are likely to be used to commit an offence or cause harm;
- chewing gum;
- food containing nuts.

Mobile phones are to be left in children's lockers during the school day and children do not have permission to take photographs on the school site.

11. Staff Induction, Development and Support

All staff new to the school have an induction meeting with a senior leader. Policies and procedures are shared at the meetings and guidance is provided on the Behaviour Policy and the systems in place in the school. Training regarding the Behaviour Policy take place with all staff once a year. In addition, staff who are working specifically in areas of pastoral support such as ELSA's, well-being leads and those trained in Team Teach will receive specific training to support them in their roles and updates as they are available. Early Career teachers receive support through the Local Authority and in school mentoring programme. The school is working with Local Authority training to implement strong systems of training regarding Restorative Approaches to ensure all staff understand the values of the school and feel they can apply when using the Behaviour Policy in school.

Managing behaviour can at times raise anxiety in staff. Well-being procedures are in place to support staff through release time, calm spaces and therapeutic support where necessary. Staff are signposted to Local Authority well-being services as required.

12. Pupil Transition

Times of transition can raise anxieties for children. When children are new to the school, Our Behaviour Code and expectations will be explained to the child. A new child will be paired with a 'buddy' to support them in their interactions and in becoming familiar with the rules and routines of the school. Parents will be informed if a child is struggling to follow these and a period of adjustment will be taken into account when making next step decisions on behaviour. When a child is new, the previous setting will be approached for information regarding specific needs the child may have in order to ensure support can be applied appropriately. As a school, we recognise that a smooth transition for children is essential both when starting school and when leaving to move to another setting but also from class to class. Children are prepared for a change of teacher or setting with key information they require; for those with Special Educational Needs, this may be in the form of a transition booklet.

13. Sexual Abuse and Harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying, upskirting and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the

police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

14. Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online the school should follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident is considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. In our Safeguarding training, the importance of challenging all inappropriate language and behaviour between pupils is made clear to all staff. The school uses the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

At Newbold Verdon Primary we should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; staff should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Processes and expectations of staff are shared when the Behaviour Policy is discussed each year.

Regarding child-on-child abuse, these include:

- Victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.
- Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.
- In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. The designated safeguarding lead will be engaged in this process and will make referrals into support services as appropriate.

15. Prevent Strategy

The Counter-terrorism Bill 2015 places a duty on schools and colleges to safeguard pupils from being drawn into terrorism. The school will do whatever is necessary to safeguard our pupils from this threat.

School's safeguarding training identifies such types of behaviour and teachers are required to record evidence which is to be reported to staff with SDP training.

Schools are expected to assess risk to their pupils based on the potential risk in the area.

Visiting speakers are to be vetted before being invited into school and a member of teaching staff is to be present during any talks & conversations.

Staff training should enable the identification of young people at risk, the ability to challenge extremist ideas which legitimise terrorism, and knowledge about how to refer. Our PHSE curriculum and opportunities to promote British Values is embedded into our teaching across the school.

Young people must not be able to access extremist ideas online in school and any concerns are to be reported to the SDPs.

16. Monitoring and Evaluating School Behaviour

Schools are encouraged to have strong and effective systems for data capture, including all components of the behaviour culture. This should be monitored and objectively analysed regularly by skilled staff. Schools should have a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately.

Schools are encouraged to collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- 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.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

The school maintains all behaviour records on the CPOMS database. One of CPOMS functions is to maintain an encrypted cloud based record of all recorded incidents of misbehaviour. Access to CPOM information is hierarchical, with less senior staff having the

ability to record but not read previous incidents. Teaching staff can access all records with permission (except Child Protection logs) to allow them to overview their class and look for trends in behaviour over time. The Headteacher and Deputy can oversee all records and this allows for detailed analysis to take place to put preventative actions in place. Governors are also given a summary of findings and actions taken. Paper records are kept of any incidents that occur at lunchtimes and lunchtime supervisors pass these records to class LSAs, who update the CPOMS system.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. This is also recorded on the school SIMS system.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Newbold Verdon Primary has a strong and effective systems for data capture, including all components of the behaviour culture. Behaviour is recorded and monitored using the CPOMS Safeguarding system Data and individual cases are monitored and analysed regularly by senior staff and safeguarding leads. Whole school analysis is carried out on a monthly basis and individual cases are reviewed daily. Information is gathered from a range of sources including attendance figures, CPOMS, feedback and observations from staff, pupil work, parental feedback and surveys of staff, pupils and parents.

17. Review

The governing body reviews this policy annually. It is shared with parents once a year. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.