NEWTON BLUECOAT CHURCH OF ENGLAND PRIMARY SCHOOL

Shine from the inside out

Owner : Curriculum and Pupil Welfare Committee

Approved by;

Chair of Governors Head Teacher

Document History; Reviewed September 2025

Next review; September 2026

Behaviour Policy

Introduction

In accordance with our Trust Deed, “Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.” (Dated 08.08.1861)

Contents:

Statement of intent
1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Social, emotional and mental health (SEMH) needs
6. Managing behaviour
7. Prevention strategies, interventions, and sanctions for unacceptable behaviour
8. Sexual abuse and discrimination
9. Smoking and controlled substances
10. Prohibited items, searching pupils and confiscation
11. Effective classroom management
12. Effective pupil support
13. Behaviour outside of school premises
14. Data collection and behaviour evaluation
15. Monitoring and review
16. Appendices

The Aims of the Behaviour Policy

Newton Bluecoat C of E Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

• Promoting desired behaviour.
• Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
• Ensuring equality and fair treatment for all.
• Praising and rewarding good behaviour.
• Challenging and disciplining misbehaviour.
• Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
• Encouraging positive relationships with parents.
• Developing positive relationships with pupils to enable early intervention.
• A shared approach which involves pupil voice.
• Promoting a culture of praise and encouragement in which all pupils can achieve and thrive.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The Aims of our School

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that everyone is unique and valued; and that although all different, we are dependent upon one another. In our school we seek to provide for spiritual, mental, moral and physical development, growth and well-being of all our children.

The Church of England ethos in our school is displayed in our acts of worship, celebrations, our times of prayer together and in the nurturing of the relationships that we build with other – children and adults. Our Christian values are at the heart of all we do.



1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-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 (2024) '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'
• DfE (2024) 'Mobile phones in schools'
• DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:
• Special Educational Needs and Disabilities (SEND) Policy
• Child Protection and Safeguarding Policy
• No Smoking Policy
• Anti-bullying Policy
• E-Safety Policy

2. Roles and responsibilities

The Governing Board will have overall responsibility for:

• Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
• Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
• Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
• Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
• Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

• The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
• Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
• Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
• Determining the school rules and any disciplinary sanctions for breaking the rules.
• The day-to-day implementation of this policy.
• Publicising this policy in writing to staff, parents and pupils at least once a year.
• Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Leads, Sarah Watson and Sophie Burton (SMHL) will be responsible for:

• Overseeing the whole-school approach to mental health, including how this is

reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
• Supporting behaviour management in line with the SEMH Policy.

The SENCO, Sarah Watson, will be responsible for:

• Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
• Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
• Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

• Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
• Aiming to teach all pupils the full curriculum, whatever their prior attainment.
• Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
• Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
• Being responsible and accountable for the progress and development of the pupils in their class.
• Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
• Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

• Adhering to this policy and applying it consistently and fairly.
• Supporting pupils in adhering to this policy.
• Promoting a supportive and high-quality learning environment.
• Modelling high levels of behaviour.
• Being aware of the signs of behavioural difficulties.
• Setting high expectations for every pupil.
• Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

• Keeping the relevant figures of authority up to date with any changes in behaviour.
• As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
• Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

• Their own behaviour both inside school and out in the wider community.
• Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

• Supporting their child in adhering to the school rules and reinforcing this at home.
• Informing the school of any changes in circumstances which may affect their child's behaviour

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

• Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
• Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
• Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
• Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
• Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
• Possession of legal or illegal drugs, alcohol or tobacco
• Possession of banned items
• Truancy and running away from or out of school
• Refusing to comply with disciplinary sanctions
• Theft
• Verbal abuse, including swearing, racist remarks and threatening language
• Fighting and aggression

• Persistent disobedience or disruptive behaviour
• Extreme behaviour, such as violence and serious vandalism
• Any behaviour that threatens safety or presents a serious danger
• Any behaviour that seriously inhibits the learning of pupils
• Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school
- without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti
- “Low-level unacceptable behaviour” may be escalated to “serious unacceptable
- behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be 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. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

• Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

• Teaching – PSHE and Citizenship is part of the curriculum that is used to develop pupils' knowledge about health and wellbeing

- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All relevant staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

• Issuing a verbal reprimand and reminder of the expected behaviour
• Thinking and reflection time
• Removal of privileges

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

• The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff
• The SLT investigates the incident and decides whether it constitutes unacceptable behaviour
• If the SLT deems the incident to be unacceptable behaviour, they will record the incident
• The SLT will inform the pupil's parents on the same day, where possible

Recording and Reporting

Staff record all issues regarding concerning behaviour directly onto CPOMS, the school safeguarding system.

Behaviour at Stage 3 usually requires further action, and more formal procedures are available.

This consists of contact with parents through a phone call. Records are made of all phone conversations with parents, detailing a brief outline of the issue and ensuring the time and date is included.

Behaviour cards (see appendices 1,2,3) for either classroom or playground are often used at this stage to restore good behaviour. All copies are to be retained as evidence for the future should they be required. If further serious incidents take place or generally there is no improvement in behaviour further contact will be made with parents by phone call and personal meeting. Reports from the SENCO and supporting agencies will be collated for further reflection.

Level	Which member of staff?	Parents contacted
1	Class teacher, TA, Lunchtime staff, volunteers	No
2	Class teacher, TA, Lunchtime staff, volunteers	No
3	Class teacher	Yes
4	Senior Leadership Team	Yes
5	Senior Leadership Team	Yes

Level 1		
Behaviour we are learning to improve	**What might happen**	**Extra notes**
• Teasing • Pushing in • Interrupting the teacher • Attention seeking • Clowning around • Spoiling other children's games • Telling tales • Avoiding work • Squabbling • Being noisy • Name calling • Running inside • Answering back • Hindering other children's learning • Cheekiness	Teacher reprimand using own professional judgement. Teacher may ask child to finish work at breaktime. Child must be supervised. Child may need moving within the class.	A quiet word is usually enough. No work penalty to be given. If problems persist then consult Stage 2. The situation will need monitoring. Different year groups use different behavioural strategies.

Level 2		
Behaviour	**Consequences**	**Comments**
• Rough play • Arguing back • Rudeness in general • Rudeness to staff • Lying • Kicking- ‘one off’ incident • Fighting- ‘one-off’ incident • Refusal to follow instructions • Cheekiness (repeated) • Swearing • Avoiding work (more frequent)	Reprimand Lose minor privilege. ‘Staying in’ at playtime only. Staff to supervise their own children. Children to sit out at playtime and calm down. Class teacher may need to call parent informally if these problems persist. (Notify SLT) Welfare staff to inform class teacher at the end of break. Pastoral support via in classroom strategies to be offered.	Different year groups use different behavioural strategies. Incidents to be recorded on CPOMS.

Level 3 **Class teacher to call parents and inform SLT**		
Behaviour	**Consequences**	**Comments**
Deliberate damage to other people's property. • Graffiti • Hitting back (context dependent) • Squabbles (Repeated) • Avoiding work (Repeated) • Spitting at someone • Repeated fighting • Repeated swearing • Detrimental language involving any of the protected characteristics • Consistent lack of respect • Biting (age of child/ context relevant in this case) • Stealing • Malicious lying	Staff member contact parents via phone call. SLT to be informed prior to the phone call. Meeting with parents to be arranged **if necessary.** Child **may** be placed on Behaviour card following this meeting/ phone call. Referral to FLM/ SENCO **if appropriate.** Pastoral support offered. Time out with different teacher/ staff member. Missed playtime/ lunchtime.	Any incident to be recorded on CPOMS. All relevant staff, including welfare staff, to be made aware of children on Behaviour cards if used.

Level 4 Immediate contact made by HT/ DHT/ FLM		
Behaviour	**Consequences**	**Comments**
• Running out of school • Verbal abuse of staff • Malicious damage to school or other people's property • Hitting back (context dependent) • Swearing at staff • Sexual language • Hindering other children's learning (very disruptive) • Breach of school Acceptable Use Policy with respect to Information Technology	Immediate contact with parent by Headteacher, Deputy or member of SLT. Meeting to be arranged and formally recorded. Regular pastoral support offered, possible referral to external agencies. Report card (if not already on the system).	Letters/ records of meetings to be kept in file. All staff, including welfare staff, to be made aware of children's issues. Incidents to be recorded on CPOMS.

Level 5 Immediate contact made by HT/ DHT/ FLM		
Behaviour	**Consequences**	**Comments**
Bullying • Child on child abuse • Physical abuse of staff • Vicious kicking/ fighting • Sexual abuse/ harassment • Racial abuse • Serious Breach of school Acceptable Use Policy with respect to Information Technology • Possession of weapons • Consistent display of level 4 behaviours (despite interventions being in place)	Immediate contact with parent by Headteacher, Deputy, or FLM Meeting to be arranged and formally recorded. Contact with relevant services such as safeguarding where applicable. Possible exclusion – discretion of headteacher.	Letters/ records of meetings to be kept in HT file. All staff, including welfare staff, to be made aware of children's issues. Incidents to be recorded on CPOMS.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Interventions

A range of intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT including the SMHL/ Pastoral Manager are aware of any pupil that is:

• Persistently misbehaving.
• Not improving their behaviour following low-level sanctions.
• Displaying a sudden change in behaviour from previous patterns of behaviour.
Examples of interventions to address misbehaviour will include, but are not limited to, the following:
• Frequently engaging with parents, including home visits where necessary
Short-term behaviour report cards
• Engagement with local partners and agencies
• Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the PSHE curriculum, to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required in school, e.g. lining up quietly outside

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
• Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
• Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
• Training for staff in understanding autism and other conditions
• The use of fidget toys/ chewellery

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

• Appearing calm and using a modulated, low tone of voice
• Using simple, direct language
• Avoiding being defensive, e.g. if comments or insults are directed at the staff member
• Providing adequate personal space and not blocking a pupil's escape route
• Divert and distract by introducing another activity or topic
• Showing open, accepting body language, e.g. not standing with their arms crossed
• Reassuring the pupil and creating an outcome goal
• Identifying any points of agreement to build a rapport
• Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
• Offer choices and options to give illusion of 'choice', e.g. the choice between two places they can go to calm down
• Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you

return to your seat, I can help you with your work”

Intervention

Power to use reasonable force

What is reasonable force?

1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

3) ‘Reasonable in the circumstances’ means using no more force than is needed.

4) Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

6) Some school staff are trained to restrain children using the ‘team teach’ method.

Who can use reasonable force?

Any school member of staff. The decision whether or not to use reasonable force is down to professional judgment of the staff member concerned and should always depend on the individual circumstance.

Reasonable force may be used in the following situations:

- Teachers will physically separate pupils found fighting.
- If a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.

- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil from leaving the classroom/or any part of school, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil.
- Restrain a pupil at risk from harming themselves through physical outbursts.
- To prevent pupils from hurting themselves or others.
- To stop a pupil from damaging property.
- Force is usually used either to control or restrain but never as a punishment.

8. 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, child-on-child abuse and sexual violence.

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.

9. Smoking and controlled substances

The school will follow the procedures outlined in its No Smoking Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke (this includes e-cigarettes such as vapes) on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other

controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below:

Knives and weapons
• Alcohol
• Illegal drugs
• Stolen items
• Tobacco and cigarette papers
• E-cigarettes (vapes)
• Fireworks
• Pornographic images
• Any article that the member of staff reasonably suspects has been, or is likely to be, used:
- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

• Start the year with clear sets of rules and routines that are understood by all pupils.
• Establish agreed rewards and positive reinforcements.
• Establish sanctions for misbehaviour.
• Establish clear responses for handling behavioural problems.
• Encourage respect and development of positive relationships.
• Make effective use of the physical space available.
• Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules.

School expectations to enable all to 'Nurture, Believe and Shine'

The Home School Agreement is the basis for strong parental links. The children are asked to sign the Children's Code. This is to show the agreement to support the ethos of the school and the standards of behaviour we expect. Alongside this, the school, and particularly the staff, agree to their own responsibilities.

The school will aim to:

- Provide the best education possible including a broad, balanced and well-resourced curriculum, stimulating activities and well planned teaching, within the context of Christian values, belief and practice.
- Provide a safe and caring family environment where children can develop emotionally, socially and spiritually.
- Have high expectations of both work and behaviour and will encourage all children to do their best at all times
- Encourage parents to be involved by being welcoming and keeping them informed about their child's work and behaviour.
- Encourage children to develop a spiritual awareness
- Listen openly to children's/parents' problems and concerns connected with school work or relationships
- Be welcoming and provide opportunities for parental involvement in school life
- Help pupils to recognise and protect themselves from online abuse or bullying and misuse of social media

To help myself at school, pupils will:

- Show kindness, consideration and respect to all
- Be ready and willing to learn and do their best
- Listen to others and to follow instructions
- To stand up for what is right and to think through what I say and do carefully
- Allow others in class to learn effectively
- Speak politely and to be honest
- Show self-control and behave in a sensible manner
- Support and care for everyone in the school
- Take care of their own appearance and belongings and the property of others
- Set a good example to others
- Follow the school, classroom and playground code of conduct
- Make every effort to complete home tasks on time and to the best of their ability in the set time given
- Ask if they need help with their learning and with their relationships at school and at home

Parents/carers will:

- ✓ Make sure that their child arrives at school on time (8.35 am to start at 8.45 am) and is collected on time at 3:15pm, prepared for learning
- ✓ Make sure that he/she attends regularly, requesting absence only when absolutely necessary. Informing the school immediately on the day of the reason for any absence.
- ✓ Support their child by encouraging a positive attitude to learning and by encouraging him/her to complete tasks given for homework.
- ✓ Inform the school of any issues that might affect their child's work or behaviour.
- ✓ Attend parent/teacher meetings to exchange information and receive progress reports.
- ✓ Support the school in maintaining good behaviour and discipline and encouraging their child to behave well, follow instructions from staff and respect everyone in school.
- ✓ Support the school approach to on-line safety and not upload any material that could upset or offend any member of the school community.
- ✓ Ensure careful and considerate parking at the school entrances and the Newton Bluecoat residents and respect safety regulations on school premises.

What we do to encourage good behaviour:

Positive attitudes are demonstrated and nurtured. Support, encouragement, guidance and praise will be our main tools in developing good standards of behaviour in school. Emphasis will be placed on the whole school community supporting one another and celebrating each other's successes and achievements.

At Newton Bluecoat CE, we strive to emphasise the positive rather than concentrate on the negative. We are aware of the need to nurture good social, emotional and mental health.

Behaviour for Learning

Behaviour for Learning framework lists three main relationships that affect learning. Those relationships include relationship with self, relationship with others and relationship with curriculum which are based on social, emotional and cognitive factors. The real difference between Behaviour for Learning and discipline is that Behaviour for Learning is not just about children behaving well but about being encouraged to listen, speak, and participate.

In our classrooms, we are consistent in strategies to encourage children to be independent in their thinking, responsible for their own learning and participate in each opportunity using dialogical teaching approaches including:
A – Agree
B – Build
C – Challenge
(see appendix 4 & 5)

Rules

Classroom rules will be devised by the teacher and whole class at the start of each academic year and will be displayed in the classroom.

House System

Another positive approach is our whole school house point system, where children can earn points for their house colour based on positive behaviour, good manners and school spirit. Events such as athletics, netball, football, choir and public speaking encourage effective teamwork and cross year group collaboration. The house with the most points each half term come in a ‘dress as you like’ day.

FLM support

1:1 session(s) are available with Mrs Burton for children wishing to discuss any issues at a higher level. However, this only happens AFTER a referral from the class teacher when classroom strategies or other pastoral structures have been ineffective, monitoring of incidents recorded on CPOMS and discussion/ input from parent or guardians where appropriate.

Pupil Voice

Head boy/girl, Sports Captains, Prefects, School Council, Charity Committee, Language Ambassadors and Worship Team are also used effectively to promote good behaviour and encourage independence and responsibility.

Rewards

Across school, there are certificates presented weekly, awards are presented to individuals who have exhibited our school values.

'Shine' worship takes place each week and children are encouraged to share their successes and achievements with the school family. Awards are given from the Headteacher, Star of the week awards, Special awards, Secretly Famous nominations and Learning Powers Awards.

Golden Time may be used to reward hard work and good behaviour through the week. Positive feedback and encouragement are provided within our marking scheme.

Each half term, the teachers will choose one child who always follows to school rules, to have a hot chocolate and biscuit in the headteacher's ofiice.

Birthdays

When it is a child's birthday, they are invited to come in to school wearing their own clothes. If the birthday falls on a weekend or holiday, they can choose a day closest to their birthday.

Classroom strategies

Consistency - All staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school day and the children know the rewards and sanctions that are in place. All children are treated fairly. We are inclusive, some children with Special Educational Needs or additional needs may require specific behavioural strategies and consequences.

KS1 and KS2

If children produce poor quality work or insufficient work (including homework not being completed) a child may be asked to stay in at playtime or lunchtime to complete this. Children will always be pre-warned that this will be going to happen so that they have an opportunity to complete/ improve the work. They will be allowed a short time to visit the toilets.

Lunchtime staff

Welfare staff receive training to ensure that a consistent approach is used to promote good behaviour and follow the playground rules. They offer positive verbal feedback and can reward positive behaviour.

Consequences

If a child has not behaved appropriately or broken the school rules, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. This links to the restorative approach which teaches children to see the results of their actions and how they need to make amends.

Restorative Approaches

The school adopts a Restorative Approach to questioning about behaviour issues: (We recognise that some children will struggle with these questions so modification/ adults modelling will be used when necessary). We believe that children should take responsibility for their own actions / behaviour as far as they are able. If children have behaved inappropriately, they will have to reflect on what they have done, how it has affected others and how it can be put right. A restorative approach to behaviour is a relational practice that focuses on repairing harm and building stronger relationships rather than simply punishing wrongdoing.

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated support staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated support staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Home/ School Agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
• Travelling to or from school.
• Taking part in any school-related activity.
• In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

• Could negatively affect the reputation of the school.
• Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
• Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will 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, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the headteacher , deputy headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next review of the policy will be September 2027.

16. Appendices

Appendix 1:

NEWTON BLUECOAT CE PRIMARY SCHOOL

Weekly Behaviour & Ready-to-Learn Chart

"Shine from the inside out" • Ready • Respectful • Safe • Kind

Name:	Class:	Week beginning:	My goal for this week:

Day	Session 1	Break	Session 2	Session 3	Lunch	Session 4	Break	Session 5	Daily reflection
Monday									What went well? Next step:
Tuesday									What went well? Next step:
Wednesday									What went well? Next step:
Thursday									What went well? Next step:
Friday									What went well? Next step:

Simple recording key: 3 = Shining • 2 = Ready to learn • 1 = Reminder/support needed • R = Restorative conversation

Pupil reflection Something I am proud of this week: One thing I will work on next week:	**Staff / Headteacher comment**
Parent / carer comment	**Celebrating success** Recognition / reward / positive message home:

Appendix 2:

AGREE, BUILD & CHALLENGE: ABC Questioning Technique For Teachers | JONATHAN SANDLING

