New Marske Primary School and Blossom Tree Nursery

Policy for Behaviour

Approved: Autumn 2026

Review: Autumn 2027

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. The rights specifically supported by this policy include

- ***Article 12: The right to be heard and have views taken seriously***
- ***Article 19: The right to be protected from all forms of violence***
- ***Article 28: The right to an education***
- ***Article 31: The right to leisure, play and culture***
- ***Article 36: The right to be protected from exploitation***

Introduction

At New Marske Primary School, we set high standards for how pupils behave. Everyone—staff and pupils alike—understand these expectations and follow them consistently. Our staff work together to be role models, showing the kind of behaviour we want our pupils to learn. We encourage pupils to recognise what is appropriate and respectful, and we make sure our behaviour policy is applied fairly to everyone.

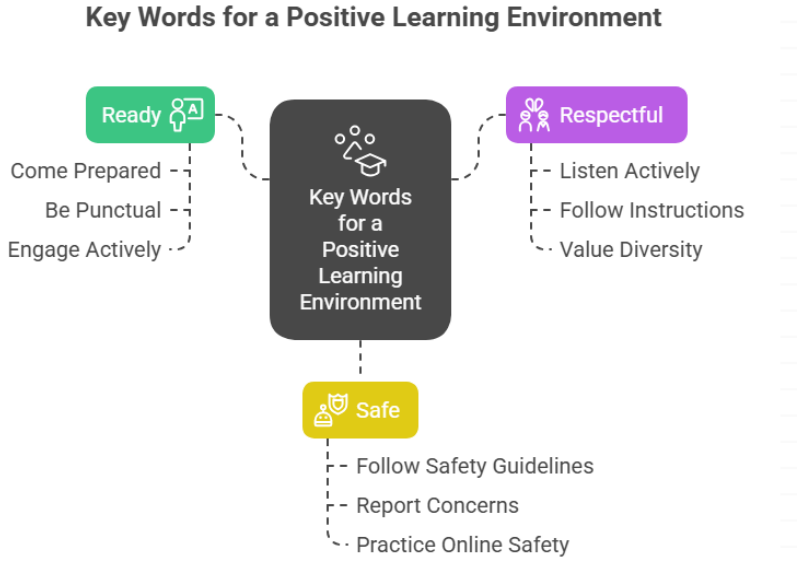
Purpose

This policy sets out the systems used in school to develop effective behaviour amongst our pupils and the steps that will be taken by the school to tackle any unwanted behaviours.

Within New Marske Primary School our '3 Golden Words' provide a common language within which to reward good behaviour and challenge any unwanted behaviour.

Our '3 Golden Words' give us a framework and language that means all children know what is expected of them. Regular discussion of these expectations in every class provides all pupils with a clear understanding of which behaviours are acceptable and which are inappropriate. As well as discussing behaviour in class, a focus on behaviour also takes place in assemblies throughout the year *(see Collective Worship and Assembly policy).* We recognise that for some children behaving acceptably is difficult and they may need to be reminded of what is expected of them; praise and rewards can help to change their behaviour. Staff encourage positive and reasonable behaviour on a daily basis.

Our 3 Golden Words are:



2. Leadership and management

Our guidelines with regard to behaviour are clearly defined and consistent in application, whilst recognising that we must pay full consideration to the individual needs of our pupils. We aim to make pupils recognise their choices with regard to their behaviour and to take responsibility for their actions and any consequences of those actions. Our approach is a very positive one that aims to reward desirable behaviour as a means of encouraging others to follow.

2.1 Roles and Responsibilities

The Local School Board is responsible for:

- Reviewing and approving the Behaviour Policy
- Reviewing this behaviour policy in conjunction with the head teacher
- Monitoring the policy's effectiveness
- Holding the head teacher to account for its implementation

The Head teacher is responsible for:

- Promoting ethos of the school
- Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's behaviour policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring Senior Leaders provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the Arbor MIS behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Senior Leaders are responsible for:

- Being highly visible and engaging regularly with pupils, parents, and staff.
- Setting and maintaining a strong behaviour culture where everyone feels safe and supported.
- Ensuring that all staff understand and uphold behavioural expectations.
- Inducting new staff clearly into the school's behaviour culture, rules, and routines.
- Supporting all pupils to take part in building a positive school culture.

- Identifying and providing relevant staff training aligned with behaviour policy responsibilities.
- Aligning training with national frameworks like:
    - Initial Teacher Training (ITT) Core Content Framework
    - Early Career Framework (ECF)
    - National Professional Qualifications (NPQs)

- Promoting uptake of the NPQ in Leading Behaviour and Culture (NPQLBC) for staff overseeing pupil wellbeing and behaviour.
- Making sure eligible staff are aware of Department for Education-funded NPQs.
- Equipping staff with training on how SEND and mental health needs may affect behaviour.
- Encouraging ongoing engagement with professionals (e.g. Educational Psychologists, counsellors, Mental Health Support Teams).
- Connecting behaviour policies to whole-school approaches for mental health and wellbeing.

Teachers and Staff are responsible for:

- Develop a calm and safe environment for pupils.
- Establish and maintain clear boundaries for acceptable pupil behaviour.
- Uphold the whole-school behaviour approach as outlined in the behaviour policy.
- Teach and model expected behaviour and positive relationships.
- Provide visible examples of good habits to pupils.
- Encourage pupils to seek help when needed.
- Challenge pupils to meet school expectations and maintain proper conduct.
- Explicitly communicate expectations, routines, values, and standards.
- Reinforce expectations in every interaction with pupils.
- Reflect on personal behaviour and its impact on school culture.
- Ensure staff follow school rules and conduct expectations.
- Provide staff with clear guidance on their own expected conduct.

Parents and carers

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

Parents and Carers are responsible for:

- Supporting the school's efforts to develop and maintain good pupil behaviour.
- Understanding the school's behaviour policy and engaging with its culture where possible.
- Reinforcing the school's behaviour expectations at home in a consistent and constructive way.
- Raising concerns about behaviour management directly with the school while maintaining collaboration.

- Building a positive relationship with school staff through ongoing communication.
- Celebrating their child's behavioural successes and contributions.
- Attending sessions to help understand the school's behaviour policy and its implementation.
- Participating in pastoral work following incidents of misbehaviour, when appropriate.
- Attending reviews of behaviour interventions involving their child.

Pupils will be educated on the following in regard to the school's behaviour culture:

- Contributing to a calm, safe, and supportive learning environment.
- Being ready for learning
- Treating others with respect
- Acting safely in and around school
- Understanding the school's behaviour standards, expectations, and support systems.
- Following the school behaviour policy and upholding the rules consistently.
- Positively contributing to the wider school culture.
- Sharing their experiences of behaviour at school and giving feedback to help improve behaviour policies.
- Participating in induction processes that introduce them to the school's behavioural expectations and culture.
- Revisiting induction elements as needed throughout the school year.
- Ensuring they are familiar with the school's behaviour policy—even if they join mid-year.
- Engaging with any extra support or guidance provided to help them meet behaviour expectations.

2.2 Staff Induction, Development and Support

Staff receive training and ongoing support on the school's behaviour policy. CPD is provided at the start of each academic year to ensure consistent implementation. All staff confirm their understanding of the policy. The school also draws on a range of external services, including support from the Trust and the Mental Health Support Team, to further enhance the training and support available.

As part of the induction process for new staff, the behaviour policy is shared and discussed in detail to ensure clear understanding from the outset.

2.3 Pupil Transition and Awareness of the Behaviour Policy

Through the school's PSHEE curriculum and assembly timetable, all pupils receive regular teaching on behaviour and how it links to the school's behaviour policy. The consistent reinforcement of the three Golden Words helps pupils to develop a deeper understanding of positive behaviour and how they can contribute to a respectful, safe, and learning-focused environment.

3. School Behaviour Systems

Maintaining a positive culture requires constant work and New Marske Primary School positively reinforces the behaviour which reflects the values of the school and prepares pupils to be ready for their learning, respectful of others and safe in and around school. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

3.1 Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. At New Marske Primary School these include:

- *Verbal Praise*
- *Stickers or stamps*
- *Contact with home recognising positive examples of behaviour*
- *Name placed on a class recognition board*

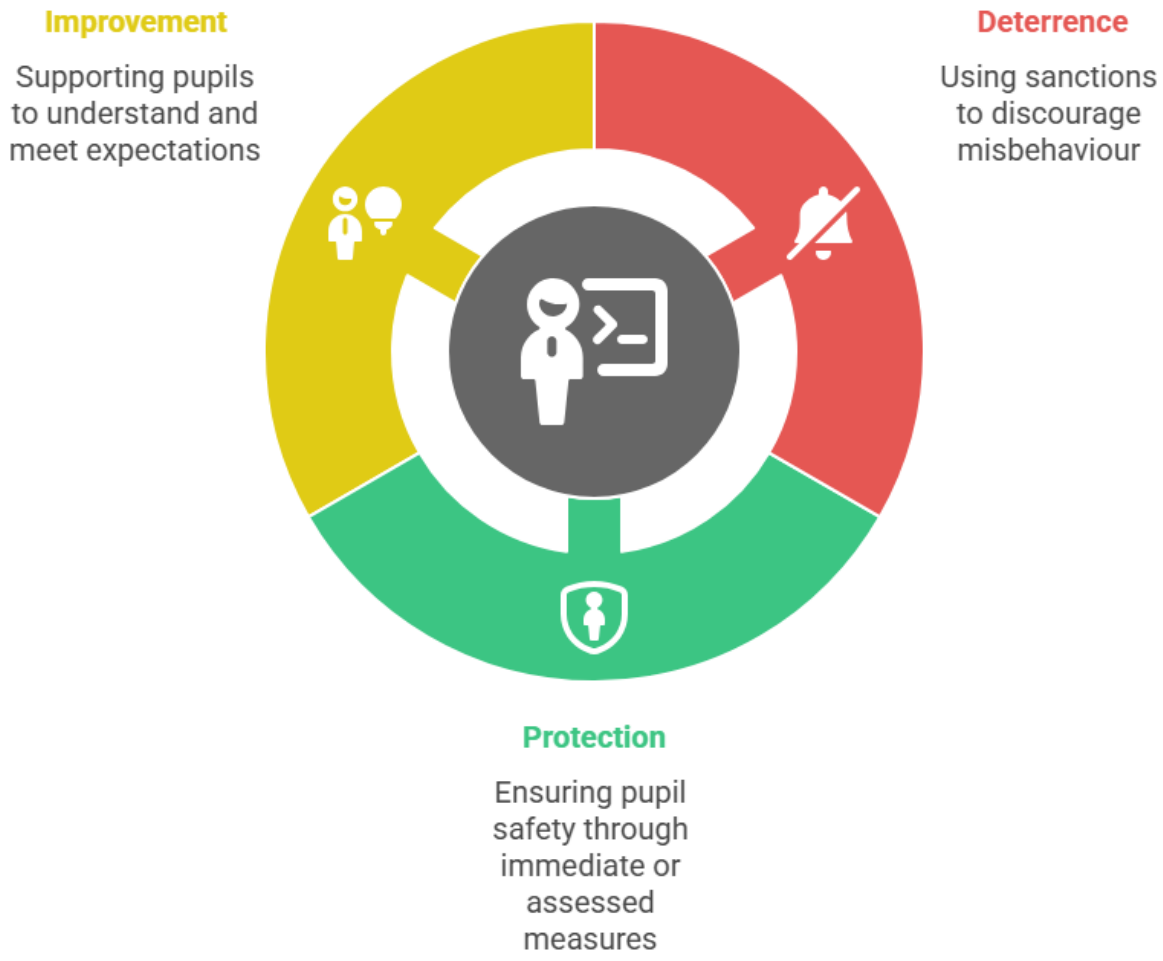
3.2 Weekly Celebration Assembly

A celebration assembly is held one a week, celebrating a range of areas important in school. These include:

3.3 Responding to Misbehaviour

At New Marske Primary School responding to misbehaviour is based on 3 key principles:

- Protection
- Deterrence
- Improvement



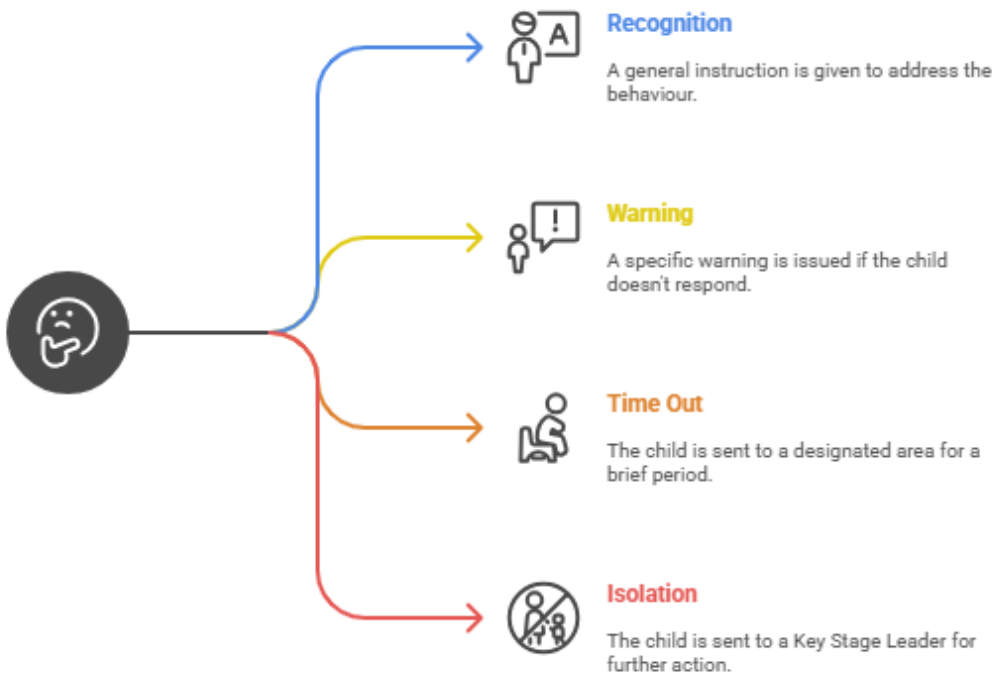
The vast majority of our pupils make good choices and respond well to the reward systems in school. If a pupil does not follow the clear rules of behaviour around school, steps are implemented to remind the pupils about the correct choices. The main aim of these steps is to encourage a pupil to continue learning, reducing any disruption around school. Staff in school continually use a range of positive strategies to reinforce positive behaviour, particular with pupils who might find some aspects of learning difficult. These include:

3.4 Examples of proactive strategies could include:

- Removing or minimising identified triggers in advance
- Now and next board (including transition reminders) Language of 'first… then…'
- Explaining new situations before they occur
- Pre-teaching activity
- Visual timetable (establishing routine)
- Spot them being good – positive descriptive praise
- Choices – this or this
- Necessary adjustments to the physical environment (noise levels, seating arrangements)
- Visual aids (e.g traffic light cards, feelings cards, calm-down cards)
- Distraction techniques
- An agreed calming activity

4. The Steps Programme

If unwanted behaviour is noticed, there are clearly demarcated steps which teachers take in order to ensure that learning can take place un-interrupted in the classroom and around school. Most pupils do not require this stringent approach but all are familiar with how it works. The STEPS programme is based on making sure that pupils follow the classroom rules as practiced throughout the school. Everyone in school uses the same rules and language so children are in no doubt about what is required of them.



1. **Recognition**

When a problem arises the teacher gives a general instruction for example, ***"Please sit quietly "*** *Should the child not respond this is repeated with a specific instruction,* ***"..... your instruction is to sit in your seat"***

2. **Warning**

If the child again fails to respond a warning is given. ***"....., this is your warning, your instruction is to sit quietly please".***

3. **Time Out**

If the child ignores the warning the teacher says, ***"Go to 'Time Out' please"***

The child is sent to a chair at the edge of the room kept for that purpose for 5 minutes. The child then explains to the teacher what they were doing and why they we sent to 'time out'. The teacher makes it clear what the next step is if they do not co-operate.

'Time out' can be used at the discretion of the teacher. It is recommended that it is not used more than once within a teaching session and more than twice during a morning or afternoon session. All 'time outs' need to be recorded on the Arbor MIS system.

4. **Isolation**

If the behaviour persists or worsens the child should be sent to their Key Stage Leader:

- Miss McLoughlin - Early Years
- Mrs Lambert Years 1 to 6

with their work, where they will remain for the remainder of the session. This is called 'isolation'. At the end of the session they return to the class where they demonstrate the positive behaviour expected of them. If a pupil has to leave their learning environment, the child's name is recorded in the Arbor MIS system. Parents will only be contacted if a child has to leave their learning environment and two recordings have been entered into the Arbor MIS.

All entries about behaviour in the Arbor MIS will be made by class teacher, with this area being monitored by the head teacher. If a teacher has to guide, prompt or escort a pupil when intervening in a behaviour incident, this must be recorded in CPOMS, using the tag 'guides, prompts and escorts'.

4.1 Restorative 5

After every isolation, the pupil will engage in a short activity with the class teacher to help them think about their actions to help them prevent this happening again. Teachers will be the best judge of when to carry out this activity, but 5 questions must be asked of the pupil to help them develop a better understanding of their actions and how they can prevent them happening again.

4.2 Five Questions

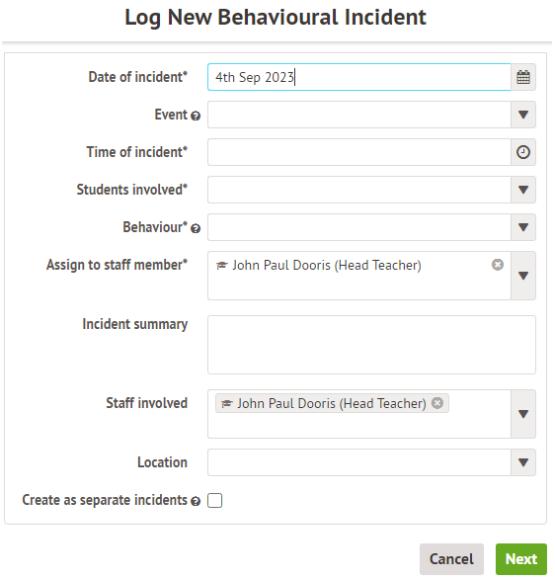
- What happened?

- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in future?

4.3 Further Isolations

If a child receives a third 'isolation' within a week, they will be referred to their phase leader and remain with them for the remainder of the session. The phase leader will contact home by telephone to discuss the behaviour.
Should inappropriate behaviour continue, the child will be referred to the Head Teacher, who will contact parents immediately to arrange a meeting in school.
Lunchtime behaviour that cannot be managed on the playground will be referred to a member of the Senior Leadership Team.
In cases where classroom behaviour is entirely inappropriate or unacceptable, the child may be sent directly to the Head Teacher. Depending on the nature of the incident, parents may be contacted.
For children who consistently make poor behaviour choices, we follow a clear and structured system that complements our positive approach to behaviour management.

4.4 Recording in the Arbor MIS system



Class teachers will recorded any behaviour incidents in the Arbor MIS system. To do this the class teacher needs to type in the name of the pupil and 'Log behaviour incident'. Within this box the class teacher will record the following

- Date of incident
- Event: lesson in which the behaviour occurred
- Time of incident
- Students involved
- Behaviour – this will record whether this is a time out, or isolation. A reset activity can also be highlighted which indicates that the pupil did not go0 into time out or isolation, but a record of behaviour was made.

- Assign to staff member
- Incident summary
- Staff involved
- Location

Staff can only record incidents for time out and isolation. The head teacher can record further behaviours such as internal exclusion or suspension.

4.5 Further Consequences of Unacceptable Behaviour

On extremely rare occasions sanctions are needed to deal with behaviour which has not been changed after implementation of the STEPS programme. Behaviour considered 'unacceptable' may be determined by the Local School Board where the Head teacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category. Please note that the following list is not exhaustive, but unacceptable behaviour could include the following:

- *Disobedience to a reasonable instruction.*
- *Non-completion of school work that could be reasonably expected.*
- *Inappropriate dress [e.g. trainers] extreme hair styles [e.g. Mohican, tram lines, body or facial piercing]*
    - *'extreme' will be determined by the Head teacher*
- *Biting, spitting, hitting and/or kicking.*
- *Foul language and swearing.*
- *Making unkind remarks.*
- *Damaging property, including defacing property eg graffiti*
- *Answering back, rudeness or aggression to adults or others.*
- *Stealing, including hiding another person's property.*
- *Carrying knives, drugs, alcohol or any offensive weapon into school.*
- *Truancy, including non or poor attendance, and a regular pattern of late attendance*
- *Racist or derogatory comments eg use of the word 'gay' or behaviour that causes offence eg all forms of bullying (see Anti-Bullying Policy)*
- *Fighting or encouraging others to fight.*
- *Forming gangs for the purpose of intimidating others, leading to peer on peer abuse.*
- *Bullying, in any form, eg cyberbullying (including from home), homophobic bullying.*
- *Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.*
- *Putting themselves, other children or adults at risk.*
- *Moving around school in a way that falls below the expected standards of general behaviour, eg running, shouting, pushing.*
- *Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other children and families, and including the use of social media.*

- *Use of mobile phones in school; if a phone is needed for travel or safety reasons, it must be handed in to the school office at the start of the day. (This could also include a smart watch, if enabled to connect to a mobile network).*

All serious incidents of behaviour are reported to the Local School board on a termly basis via the Head Teacher's Report to governors.

When children's behaviour does fall below the acceptable standards (see above), the Head teacher, or delegated person is likely to carry out an investigation into the incident.

Any investigation will be recorded in CPOMS, the Child Protection and Online Management System. The extent and details of any investigation will vary with the appropriateness of the investigation.

During the investigation the Head teacher, or delegated person can:

- *Speak to a child or group of children without the parents' consent*
- *Speak to the child or group of children without parents being present*

The outcome of the investigation is to determine what is likely to have happened. The Head teacher, or delegated person can use their previous knowledge of the child involved in order to come to their final conclusions. The head teacher, or delegated person will then determine the sanction to be used.

The punishment used must be reasonable meet the school's legal duties under the Equality Act 2010 and must not breach any other legislation (disability, SEN, race and other equality acts).

A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails, then the following procedures are likely to be adopted:

- *An internal exclusion where the pupil would complete work in another class for a half or full day.*
- *Completing extra work or repeating work until it meets the expected standard.*
- *Loss of free/ play time*
- *During play time a pupil may be taken indoors for a five minute cooling off period.*

If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- *Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities eg after-school clubs and may also be used on residential visits.*
- *Exclusion from the right to represent the school.*
- *The establishment of a behaviour record/log or home school report book.*
- *A verbal disciplining from a senior member of staff.*
- *A requirement for a written apology.*

- *A regular behaviour report/log to be given to the Head teacher.*
- *Implementation of a Behaviour Support Plan*
- *A letter/telephone call to a parent from the Head teacher or Deputy.*
- *A meeting with parents.*
- *Other sanctions following discussion between parents, class teacher and head teacher.*
- *Implementation of a pastoral support programme.*
- *Exclusion from school [LA guidelines to be followed for either suspensions or permanent exclusions.*

This school will not use detentions imposed outside the normal school hours as a sanction or punishment

4.6 Behaviour Support Plans
If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required. A Behaviour Support Plan is used for continued disruptive behaviour on its own.

4.7 Behaviour support plans (BSP):

- Describe the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Crisis Management Plan and/or a Risk Assessment

4.8 Conduct Outside the School Gates
As well as dealing with behaviour within school, staff have the power to discipline pupils for misbehaving outside the school gates, "***to such an extent as is reasonable."*** This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- *Taking part in school organised activities, eg offsite visits, residential visits, when representing the school*
- *Travelling to and from school,*
- *Misbehaviour when wearing school uniform or any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour on- line.*
- *Poor Attendance**

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (this can include offsite visits and residential visits).

* **Penalty Fines**

Leave of absence – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Head teacher MAY NOT authorise a leave of absence in term time for a holiday. A head teacher MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which **is not authorised** by the school **you may be issued with a fixed penalty fine** via the Education Investigation Service. A penalty fine can also be issued for:

- Unauthorised absence from school
- Being identified out of school on a truancy sweep

5.Confiscation of Inappropriate Items:

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated. Staff also have the power to search without consent for prohibited items, including;

- *Knives, weapons*
- *Stolen items*
- *Cigarettes, lighters, matches (including lighter fuel and propellants)*
- *Drugs, alcohol*
- *Fireworks*
- *Pornographic material*
- *Any article that could be used to commit an offence, damage property or cause injury to self or another person*
- *Any item banned by the school rules (eg mobile phones)*

Where appropriate, items may be handed to the police. The head teacher will decide whether it is appropriate to involve other outside agencies eg Social Care.

6a.Use of Mobile Phones

School do not allow mobile phones to be used inside school, but recognise that a mobile phone is often a device used by parents and pupils to keep them safe. If parent feel that their child does need to bring a mobile phone in school, this must be brought to the school office as soon as the pupil arrives at school and collected at the end of the day.

6b. Use of cigarettes of Vapes

Cigarettes, E-cigarettes (vapes) and vaping devices are not permitted anywhere on the school site, on school transport, or at any school-run activity. This includes disposable vapes, vape liquids/cartridges, and any related paraphernalia. Rationale: vaping is age-restricted and poses health and safeguarding risks to children.

For the purposes of this policy, “vape” and “e-cigarette” refer to any device that can heat a liquid to produce an aerosol, whether or not it contains nicotine, and any component or accessory.

Preventative measures and education

Vaping will be covered in RSHE and PSHE lessons (age appropriate), including the legal position, health risks, addiction, and online influences. Staff will use DfE/PSHE Association resources and local public-health materials to teach this content.

If a pupil is found with a vape

Staff should take the device and any accessories calmly and securely. Do not confront or search for additional items unless you follow the school’s Searching, Screening and Confiscation procedures. Confiscated items will be stored safely and disposed of in line with local authority / trading standards advice. Parents/carers will be informed on the same day. Where there are safeguarding concerns (for example signs of substance misuse, supply, or medical reaction), the DSL will be informed immediately and normal safeguarding procedures followed.

Searching and confiscation

The school follows DfE guidance on Searching, Screening and Confiscation. Staff may confiscate prohibited items and, where appropriate, search pupils in line with that guidance and the school’s procedures. If there is reason to suspect the device contains illegal substances or there is evidence of supply or criminal activity, we will contact the police and the local authority as required.

Disposal of confiscated vapes

Disposable vapes and cartridges should be disposed of safely following local public-health / trading standards guidance (do not return vapes to pupils). If disposal requires specialist handling (e.g. nicotine liquid leaks), contact facilities or local authority advice lines. Record what was disposed of and when.

Sanctions and restorative approach

For pupils: a proportionate sanction will follow the behaviour policy (e.g. loss of privileges, restorative conversation, parental meeting). Repeated incidents or evidence of supplying vapes to others will trigger stronger sanctions and

safeguarding referrals as appropriate. All responses will include support and education (for pupils and families) to reduce harm.

Working with families and external partners

The school will contact parents/carers at first reasonable opportunity. We will offer signposting to local health services, smoking-cessation or nicotine-dependence support for pupils and families where appropriate. We will notify local trading standards if we have information about local retailers selling age-restricted products to children.

Record keeping and monitoring

All vaping incidents must be recorded on CPOMS (what happened, who was involved, action taken, follow up) and reviewed termly by SLT and governors to identify trends and necessary preventative actions.)

Staff training and site measures

Staff will receive briefings on recognising vape devices, health risks, and our response procedures. Consider practical site actions (e.g. signs that vapes are banned, communicating expectations to visitors, and whether to pilot detection measures in high-incidence settings in line with local guidance). Any detection technology must be proportionate and compliant with data-protection and equality duties.

7. Dealing with child-on-child abuse

7.1 Dealing with racist remarks:

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case;

- *The pupil will be reprimanded, the head teacher is informed and a record of the incident will be recorded on CPOMS*
- *The Trust, governors and parents are informed.*
- *In persistent cases, parents may be asked to discuss the matter with the head teacher and a referral made to police in line with the school Equality Policy.*

7.2 Dealing with incidents of bullying

The school regard bullying as:

'conduct intentionally causing hurt, either physical or psychological which is unprovoked and persists over a period of time'.

To explain the concept simply to children, the acronym STOP is used to explain what bullying is. (Several Times On Purpose). The school takes a very serious view of bullying. Incidents cause a great deal of distress to the victim, which may continue to

impact on their emotional well-being even when the bullying ceases. We aim to prevent bullying behaviour by:

- *Promoting an ethos where the act of bullying is seen as totally unacceptable behaviour;*
- *Imparting respect for one another in all our relationships;*
- *Setting out our expectations about the way pupils should behave towards each other;*
- *Making children fully aware of the range of sanctions that we are prepared to bring against pupils who deliberately refuse to keep to the agreed code of behaviour;*
- *Raising awareness of bullying through:*
    - *Discussions and stories in assembly*
    - *Implementation of the curriculum*
    - *Use of drama to help children understand the effects of bullying*
    - *Recognising the nature of bullying: the intentional repetition of incidents to cause distress*
    - *Managing carefully those occasions and places where bullying is more likely to happen*
    - *Encouraging a positive relationship between school and home so that parents are encouraged to discuss and share problems;*
    - *Placing 'Share a thought' boxes in classrooms so that children can report incidents of perceived bullying to staff;*
    - *Having trained staff designated as 'Supportive Listeners' in each phase team;*
    - *Tackling speedily and sensitively with victim and perpetrator any incidents that might escalate into bullying.*

The evidence is that only a very small proportion of our pupils are predisposed towards bullying behaviour, although the term 'bullying' is used by parents and pupils rather freely to describe any disagreement or fall out. However, we recognise that there are in our school, as in all schools, a number of children who are prepared to act in an antisocial manner. Should an incident of bullying occur then one or more of the following steps will be put in action:

- *Immediate reference to the head teacher;*
- *Discussion with victim and perpetrator separately to establish the details of the incident(s);*
- *Limit the opportunities for involvement between perpetrator and victim for a fixed period;*
- *Offer support and advice for both victim and perpetrator;*
- *Information regarding the problem to be passed to any appropriate parties;*
- *Involvement of outside agencies, for example, Educational Psychologist, the Link or the Mental Health Support Team.*
- *In extreme cases, disciplinary procedures as set out in this policy involving reference to the Pupil Disciplinary Committee of the Local School Board.*

7.3 Dealing with incidents of Sexual Abuse, Sexual Harassment or Harmful Sexual Behaviour:

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour".

The behaviour can be considered problematic if:

- it occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by care givers

If any incidents of harmful sexual behaviour or sexual harassment occur in school, they must be reported immediately to the Designated Safeguarding Lead and recorded on CPOMS. All incidents will be reported to governors via the termly Local School board Meeting via the Head Teacher's Report to Governors.

All staff should be able to reassure victims that they are taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Support in this areas can be found at:

- **https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework**

7.4 Dealing with incidents of homophobic bullying

All incidents of homophobic bullying are to be reported to the Head Teacher immediately. The Head Teacher will investigate all such incidents and take appropriate action. All incidents of homophobic bullying will be recorded on CPOMS. Governors will also be informed of any such incidents.

7.5 Allegations of Abuse Against Staff/ Malicious Accusations Against Staff

All allegations of abuse will be taken seriously; the Chair of the Local School Board will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Local Governing Board to be true.

Where the allegation made by a child or parent is found to be false, the Chair of the Local School Board will:

- *Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (Eg Police if the child is 10yrs old and above)*
- *Meet with the parent/ parents and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the Local School Board will seek a written apology in the first instance.*
- *Exclusion of a child who continues to make false allegations about staff.*
- *In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.*

8.Exclusion

The Head teacher (or a delegated member of the senior leadership team in the head teacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Local School Board within 15 days of the exclusion being announced), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head teacher may consider the following questions:

1. *Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?*
2. *Has the school previously supported the child (what/when/what level of impact did this have?*
3. *Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation eg Statement, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Head teacher has a duty of care to **all** children. If the risk to others cannot be controlled, then exclusion should be considered.*
4. *Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?*

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines and adhere to the *'Exclusions from Maintained Schools, Academies and Pupil Referral Units in England' 2012* document.

https://www.gov.uk/government/publications/school-exclusion

9. The Use of Restrictive interventions, including use of reasonable force in schools (in line with DfE advice April 2026 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent. See the school's Use of restrictive interventions policy for more information.

9.1 Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff. Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. *NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.*

Reasonable force covers a broad range of actions – involve a degree of physical contact to control or restrain children. Reasonable – 'using no more force than is needed':

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

9.2 What will happen when reasonable force is use

- School will record what has happened including who witnessed it.
- School will record the views of pupils involved.
- School will ensure that staff have used force reasonably, proportionately and appropriately.
- School will ensure that parents/carers are informed.

9.3 Dealing with Inappropriate behaviour of parents, visitors and other adults in school:

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Head teacher and Local School Board. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour:

This includes causing any kind of nuisance or disturbance, such as:

- *Refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave*

the site when reasonably asked to do so, causing an obstruction or health and safety hazard.

- *Being verbally aggressive, eg swearing, threatening or shouting at others on the premises, including other visitors to the site*
- *Being physically abusive, eg taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.*

9.4 How the school can respond:

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Head teacher can ban the person from the premises.
5. Legal proceedings–
    1. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.
    2. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
    3. Criminal proceedings via the Crown Prosecution Service.

10. 2 Year Old Provision (Blossom Tree Nursery)

Staff in Blossom Tree Nursery believe that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.

Staff will provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence. They will support children to behave in socially acceptable ways and to understand the needs and rights of others.

Staff will adhere to the New Marske Primary School behaviour management policy, however specific additional guidance is given below:

10.1 Children under three years

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

Staff recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Staff will work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. Staff will work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

New Marske Primary School and Blossom Tree Nursery require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

New Marske Primary School and Blossom Tree Nursery will ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.

- Staff will acknowledge considerate behaviour such as kindness and willingness to share.
- Staff will support each child in developing self esteem, confidence and feelings of competence.
- Staff will support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

11.Conclusion

In managing behaviour the school will apply a range of strategies. The success will vary depending on the child and the circumstances but **consistency** and **fairness** are vital.

Success is greatly enhanced when all staff share a clear understanding of and commitment to **agreed procedures**.

When parents understand and support the school's policy for managing behaviour it helps to make for effective implementation and more positive outcomes for all children. The role played by parents in supporting the school is crucial to the success of this policy.

As adults we model desired behaviours and, when confronting undesirable behaviour, we always **challenge the behaviour, not the child.**