

## Policy & Procedure



# Behaviour Policy

## 2026 v2

This policy was agreed by the Governing Body of Newcroft Primary Academy on 23<sup>rd</sup> March 2026 and is reviewed annually or as required.

Signed: Chair of Governors

Date: 23<sup>rd</sup> March 2026

## Statutory Policy

## **Introduction**

At Newcroft Primary Academy, we believe that a high standard of behaviour makes effective teaching and learning possible. We believe in the development of self-esteem, self-discipline and respect for others, which supports pupils in learning to learn and to be successful in life beyond school. We place a great emphasis on positive reinforcement and praise.

We have high expectations of behaviour, and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. There are occasions when we will need to deal with poor behaviour and this policy sets out the sanctions for poor behaviour, should it arise.

## **Responsibility**

The legal responsibility for the discipline of the school lies with the governors who have delegated the day-to-day management to the Head teacher.

Class teachers and teaching support staff have day to day responsibility for the discipline of the children in their classes. They share the responsibility for the positive behaviour of all children in and around the school with all staff who work within our school community. This should always be managed within the context of whole school policies. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during the lunchtime.

## **The school environment**

A happy environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond well to a caring system that appreciates their needs and strengths; they reciprocate with a respectful and caring attitude towards others.

Appropriate behaviour is a priority and is expected at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school and wider community.

## **Character development**

We use 30 'Character Keys' to support pupils in learning to learn and attributes and qualities that will make them successful in school and beyond.

## **Praise and reward**

We wholeheartedly believe in praise and reward and do this through our Dojo / house points system.

## **Consistency of approach**

We believe that consistency with all children, across school with regard to behaviour, expectations and rewards is the key to a happy school where children achieve their best. Pupils understand that all staff have the same high expectations of behaviour in any situation. We expect all staff, including those who are not part of the teaching team, to use the same, positive, simple approach to behaviour in our school.

## **Gaining Pupils' attention**

We have a consistent approach to gaining attention of our pupils across school. We simply countdown- 3,2,1. Any adult in school is welcome to use this approach and it is expected that all children stop what they are doing and become silent, awaiting instruction or information. This is extremely effective, and all staff are expected use this approach and not use additional bells, commands etc. to gain attention.

## The Rainbow Rules

The Rainbow rules are a simple, consistent approach which give every child the chance to be successful. The Rainbow Rules for behaviour are displayed in every classroom in child-friendly language and pupils are taught them and staff refer to them in every year group across school, including Pre School. We do not use golden time or bribes to encourage pupils to behave. Simply, we set high standards and expectations. Every child starts each day afresh and positive reinforcement and praise are the most important aspects of securing good behaviour.



## Rewards

Dojo awards are used to encourage children to take part in school life with an understanding of the importance of:

- Behaviour for learning
- Empathy and kindness towards others
- Aspiration and motivation
- The rights of everyone



Can be given by any member of staff for:

- Following the rainbow rules
- Being a good example and role model to peers
- Demonstrating the Character Keys
- Efforts and high quality work in any subject
- Being helpful and kind towards others
- Being a good citizen

**Homework points** are given to pupils for completing all of the Compulsory Homework each week (1 point per piece.) Shorter term and longer term optional homework tasks may also be rewarded with a dojo point per piece.

## Parental engagement

Parents are invited to connect with Class Dojo at the beginning of each academic year, via invites from their child's class teacher send out. Progress can be monitored by parents via the Class Dojo app, once an invite has been accepted. [www.classdojo.com](http://www.classdojo.com)

Dojo points add up towards the following awards which are given out in celebration assemblies.

Bronze Award- 60 Dojos

Silver Award- 120 Dojos

Gold Award- 200 Dojos

Head Teacher's Award- 300 Dojos

### **Houses**

We have 4 houses at Newcroft that represent beautiful places in our locality: Swithland (blue), Beaumanor (red), Bradgate (green) and Beacon (yellow). Each child is allocated a house when they enter school, and we keep family traditions alive by keeping pupils in the same house as siblings. Each week, house totals are calculated and shared with pupils. Houses work towards half termly non uniform days, which the winning house achieves and the end of year house cup.

### **Adaptations to our policy**

When applying this policy, individual circumstances will always be taken into account by the staff, particularly in relation to children with SEND, to ensure no discrimination takes place. The school will always make reasonable adjustments to best support all pupils. Some of our pupils may have differentiated approaches and if necessary, additional support plans are used to support the development of positive behaviour. Staff should refer to the Head teacher and SENCo, if a child's behaviour requires a differentiated approach. Specialist services may be involved in advising drawing up, or reviewing plans.

### **Poor behaviour**

Poor 'behaviour for learning' should be challenged and children's attention drawn to the Rainbow Rules. It is essential that pupils' behaviour does not negatively affect the learning of others. Poor 'Behaviour for Learning' includes:

- Talking over the adult or other children
- Raised voices
- Wandering around the classroom
- Shouting out
- Not facing the adult/teacher
- Being apathetic to whole class questioning or discussion
- Bringing playground/ out of school issues into the classroom
- Disrupting the learning of others

It is expected that all pupils and adults in the class give their *full attention* to the adult/teacher leading the session.

### **Dealing with challenging behaviour**

Some of our pupils have differentiated approaches attached to dealing with their behaviour. As such, the Behaviour Policy is adjusted to meet their needs. For behaviours which threaten the 'good order' of our learning environment and impact upon other children or adults' well-being or learning opportunities the following consequences should be used (in order):

1. A glance to show disapproval.
2. A verbal reminder of the expected behaviour by referring to the 'Rainbow Rules.'
3. The pupil's name should be written on the board. This is an official warning. They are reminded that good behaviour could lead to their name being rubbed off the board.
4. If there is no improvement, they will lose 5 minutes of playtime in exchange for reflection time. They are reminded that good behaviour could lead to them regaining that amount of playtime (*this may be differentiated to meet the needs of all learners at different ages and stages*).

5. For further disruptive behaviours during the same lesson, the child will spend an appropriate amount of time in their partner class. The child will take their work with them. Parents would be informed.
6. If further disruptions occur, senior member of staff should be called for support and parents would be informed.
7. If the behaviour is linked to aggressive or other inappropriate behaviours, teachers may decide that the child will miss an entire break time or lunchtime play in the interests of the safety and well-being of other children.
8. If the behaviour choice is deemed to be sufficiently disruptive, they could be sent straight to a senior member of staff.

Pupils should be treated in a calm manner. Often, a 'private' conversation with the child (without the audience of the rest of the class) has a positive impact upon the pupil's understanding of their behaviour

The school seeks to form positive home school relationships. Class teachers will inform parents/ carers at any stage where they see fit. The Head teacher may request that parents come into school to discuss their child's behaviour and to agree to work in partnership to improve it.

### **Serious Breaches of the school's behaviour policy**

A fixed term suspension or permanent exclusion are sanctions used by the school only in cases deemed as serious breaches of the school's behaviour policy. A pupil may be at risk of suspension or exclusion for:

- verbal or physical assault of another pupil or adult;
- bullying behaviour including racism, homophobic or prejudice-based language;
- foul language directed at another pupil or adult;
- defiance towards any authorised adult in the school;
- damaging school or others' property;
- persistent and repetitive disruption of lessons and other students' learning;
- possessing weapons or imitation weapons;
- extreme misbehaviour, which is deemed outside the remit of the normal range of sanctions.

In each of the above cases, the Head teacher will refer to the national guidance on suspensions/ exclusions and the Symphony Learning Trust Suspensions and Exclusions Policy. All suspensions and exclusions are reported to the Chair of Governors.

School staff will investigate incidents in a fair and open manner, giving all children the opportunity to 'have their say'. It will be up to the investigating adult to decide (based upon all of the information provided) the most accurate picture of events. All records of behaviour incidents which are deemed as meeting threshold for recording, are kept on CPOMS, in necessary safeguarding records and, on occasions, in a file in the Head teacher's office.

### **Hierarchy**

The order of responsibility for dealing with serious incidents is:

1. Head teacher/ Head of school
2. Deputy Head teacher
3. Assistant Head teacher
4. Early Years Foundation Stage Leader
5. SENCo/ Assistant SENCo

## **Mobile Phones**

We recognise our duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive. In line with government guidance and Ofsted expectations from April 2026, we operate a mobile phone-free school day for pupils.

Research shows that mobile phones risk unnecessary distraction, disruption and diversion. We aim to ensure that we do what we can to remove distractions and enable pupils to be fully present and engaged in the classroom. Our overarching priority regarding mobile phones is to keep pupils safe at school. We aim to support pupils' wellbeing, educate against online bullying and protect against the stigma associated with often expensive devices.

Our school operates a mobile phone-free environment for all pupils. Not seen. Not heard. Not used. This supports: Positive behaviour and focused learning; Safeguarding and pupil wellbeing; Reduction of distraction, bullying and online harm.

## **Exceptions and adaptations**

Pupils in 6 may bring phones to school to facilitate communication between themselves and parents during unsupervised walking to and from school. ***Pupils in all other year groups are not permitted to bring mobile phones to school.***

On arrival in class, Year 6 pupils are expected to hand their phones in (switched off) to their teachers to be kept in a secure location throughout the school day. Pupils will not have access to their phones throughout the day and will be expected to collect them at the end of the school day. Newcroft Primary Academy accepts no responsibility for the storage of phones at the school. Responsibility for mobile phones lies with the parents at all times. Pupils in Year 6 (as other year groups) are not permitted to take mobile phones on residential or school trips.

There may be exceptional circumstances where Newcroft Primary Academy (under the Equality Act 2010) may consider making adaptations to their policy for specific pupils. The school assessed each case on its own merits. Adaptations should be discussed and agreed with the head teacher and the SENCo, where relevant.

Schools have the power to confiscate mobile phones or similar devices. A mobile phone is a prohibited item.

Parents play an important role in supporting the school's policy on prohibiting the use of mobile phones and are encouraged to reinforce and discuss the policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

## **Failure to comply with the school rules regarding mobile phones**

Any mobile phone seen, heard or used during the school day will be confiscated and returned to the parent or carer. As with all incidences of negative behaviour, the school will follow its behaviour policy in partnership with parents.

## **Out-of-school behaviour issues (including online/ social media issues)**

Newcroft Primary Academy will always strive to maintain an excellent reputation for pupil behaviour both in school and out of school hours. This includes online / social media issues which may arise.

We will investigate any incidents of misbehaviour, bullying or anti-social behaviour that we are informed of in a reasonable time frame. It is noted however that the school only has a limited level of jurisdiction for out-of-school behaviour and in such circumstances, we would work

alongside parents/carers to ensure they play the lead role in resolving such behaviour and in ensuring their child is using age-appropriate/ age restricted online platforms.

The school reserves the right to involve other agencies to support their stance on out-of-school behaviour issues (for example, the police). The school would be in immediate contact with such agencies if any aspect of safeguarding for the child/ren involved was being compromised by their out-of-school behaviour (including online). It is important for parents/carers to note that the school will always assist with out-of-school behaviour issues but cannot be held responsible or accountable for dealing with them.

### **Sanctions in school for out-of-school behaviour issues**

Teachers have the power to discipline pupils for misbehaving or engaging in inappropriate behaviour outside the school premises, as made clear in DfE guidance, *'to such an extent as is reasonable.'* Parents are accountable for their child's behaviour and sanctions outside of school. The school will work in partnership with parents on this matter, with the Head teacher making the final decision on what is deemed as appropriate and reasonable to be actioned in school.

### **Reasonable Force and Restrictive interventions**

The school follows DfE Guidance on 'the use of reasonable force.' The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. 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. 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.

### **Other physical contact with pupils**

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items:'

- mobile phones
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## **Restrictive Interventions or physical restraint**

There may be rare occasions upon which restrictive interventions, physical restraint or seclusion of pupils is deemed necessary (see Appendix 2). Restrictive interventions are used as a 'last resort' and in extreme circumstances at Newcroft Primary Academy. They are not deemed as part of day-to-day behaviour management. The Head teacher will ensure that staff use restraint that is 'reasonable in the circumstances.'

The school will have at least two members of staff who are formally trained in the use of physical restraint and will aim to have more if possible. The school will keep records of who is formally trained on the school's training log and will ensure their training is regularly updated.

## **When may restrictive interventions or physical restraint be used?**

*All members of staff* are authorised to act on the Head teacher's behalf, should the need arise to restrain a pupil. In all the circumstances below, a member of staff who is trained will endeavour to manage/ support the incident should an untrained member of staff be required to physically restrain:

Circumstances where any member of staff may be required to use restrictive intervention:

- in an emergency, for example, when a pupil is at immediate risk of injury
- if a pupil is about to injure another pupil
- if a pupil is about to injure a member of staff
- if a pupil is about to cause damage to property
- if a pupil is engaging in behaviour prejudicial to the maintenance of good order and discipline
- if a pupil is about to commit a criminal offence
- causing disorder among pupils at the school, whether during a teaching session or otherwise

## **Seclusion**

We may also use seclusion as a form of restrictive intervention. This may involve keeping a pupil confined to a place away from others and preventing them from leaving either by physical obstruction or blocking for any of the above reasons.

The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

## **Informing parents**

Parents/ carers will be informed in all cases of physical restraint and will be informed of the outcome of the first aid check.

## **Record keeping**

All incidences of restraint will be recorded by the school using CPOMS and in the school's bound and numbered book. Pupils will be checked by a first aider and the incident logged in one of the school's First Aid books.

## **What will be recorded?**

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used

- (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- Records will detail how the pupil was restrained and what other techniques were used e.g. limited choices or distraction. Pupils who are restrained will receive a first aid check from a first aider not involved in the incident. A record of this will be made in the school's First Aid log. Staff involved will also receive a first aid check if required. The head teacher or any member of staff deputising in their absence should be informed and the record checked.
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

### **Data Review**

Newcroft Primary Academy senior leadership team and Local Governing Body regularly review and analyse data on the use of force and seclusion to identify patterns, ensure proportionate use, and pinpoint areas for staff development, with a specific focus on disparities for pupils with protected characteristics or SEND.

### **Complaints**

All complaints about the use of force whether that be by the pupil or their parents/ cares will be thoroughly, speedily and appropriately investigated by the school. As with all complaints, parents should follow the school's complaints policy, found on the school's website.

### **Children with SEND**

Children with special educational needs or disabilities *who may need* regular restraint, will have a Behaviour and Handling Plan. The school will make reasonable adjustments for any pupil who is disabled who has a special educational need. Follow-up to any restraining incident should be recorded and reported to the parents in line with the school's policy.

# STOP BULLYING

## HOW TO KNOW:

**SEVERAL  
TIMES  
ON  
PURPOSE**

## WHAT TO DO:

**START  
TELLING  
OTHER  
PEOPLE**

## 4 TYPES OF BULLYING:

**PHYSICAL**

**VERBAL**

**SOCIAL**

**CYBER**

## WHO COULD YOU TELL?

- A TRUSTED ADULT
- THE WORRY BOX

AT NEWCROFT, WE PLEDGE TO **STAND TOGETHER**  
**TO SAY NO TO BULLYING!**



## Appendix 2

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restrictive interventions are used as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstance. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.