BEHAVIOUR POLICY

In this policy the following members of staff are referred to:

TITLE	NAME OF STAFF
Head Teacher	Mia Santa-Humfrey
Head of EYFS	Ambika Curbishley
CEO of New Model School Company (NMS)	Deborah Livsey

INTRODUCTION AND PRINCIPLES

At the School, we believe that behaviour is a form of communication. We have a Behaviour Policy that promotes positive behaviour and relationships and involves the whole school community. Parents, staff, pupils, directors and advisors are all integral in our approach, as it is based on a sense of community and the shared values of the School. We wish to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment. To achieve this, we expect all members of our community to treat each other with consideration and good manners.

This policy applies to all pupils, including those within the Early Years Foundation Stage (EYFS).

Within our Early Years Foundation Setting (EYFS), our designated staff member responsible for behaviour management is the Head of EYFS.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying will not be tolerated, including online or outside of the School. Our **Anti-Bullying Policy** is on our website and in the **Early Years Policy**. The School is committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexuality, age, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after, or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs and disabilities or certain health conditions.

SPECIFIC OBJECTIVES

1. To teach, through the School curriculum, the importance of a code of (good) conduct as well as knowledge and skills, promoting responsible behaviour, encouraging self-discipline and also respect by children for themselves, for other people and for property.
2. To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards via incentive schemes for children of all ages and abilities.
3. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
4. To make clear to parents and children behaviour expected of them and to draw out the distinction between minor and more serious misbehaviour.
5. To indicate the range of sanctions that will follow upon more serious misbehaviour.
6. To indicate how parents can play a part in ensuring good behaviour and supporting discipline in the School.

INVOLVEMENT OF THE PUPILS

We work closely with all pupils as they transition through the School, from the day they start at the school to the day they leave.

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during class time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School council which meets regularly.

PUPIL CODE OF CONDUCT ALSO KNOWN AS THE MAPLE WALK WAY

*(Note that Staff Code of Conduct is covered under the School's **Staff Code of Conduct Policy**)*

- All members of the School community are asked to respect each other.

- Children are expected to respect staff, other adults and fellow pupils; they should address staff by their title and surname, and be encouraged to be polite at all times;

- We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave in a manner that reflects the best interests of the whole community.

- Children should wear the correct uniform when they start at the School. Jewellery should not be worn apart from stud earrings, and except in certain specific cases where jewellery is required at certain times of the year in conjunction with specific religious festivals. Parents need to be aware that in these rare circumstances their child may be asked to either remove or cover up the jewellery for sports lessons where the health and safety of the child or indeed other children is a risk. If this is not possible, the child will be required to sit out for the lesson. Hair attire should be simple and preferably in school colours. Named watches may be worn.

- At the end of the day, children remain with the member of staff in charge of the class until parents/guardians come to collect them from their designated area (varies according to class). Children should say 'good afternoon' before shaking hands and being dismissed. They should leave the School in a proper manner and remain with the adult collecting them.

- Children are expected to respect their own and other people's property and to take care of books and equipment.

- Children are asked to be well-behaved, well-mannered and attentive.

- Whilst in school, children are expected to walk quietly along corridors and move carefully on stairs.

- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.

- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.

- Rough play will not be tolerated in the playground and children who are found playing inappropriately will be spoken to by the member of staff on duty and asked to reflect on their behaviour. If rough play persists, if appropriate they are made to 'sit out' or have 'time out.'

- Physical violence of any kind against a child or adult is not acceptable, neither is retaliation.

- Foul or abusive language must not be used against any member of the community

- Bullying, including cyber-bullying, is not tolerated in school (See the School's **Anti-Bullying Policy).**

- All the above incidents of serious misbehaviour will be taken extremely seriously and if repeated, may lead to suspension and possible exclusion (see below under serious misbehaviour). This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the School to function efficiently as a place of learning. Any variations must be arranged with the Head Teacher.

INCENTIVE SCHEMES

From Reception, the School scheme is based on awards, through which children can be rewarded for academic and non-academic achievements, but also for effort, and for showing a caring attitude, and for all aspects of good work and behaviour; thus children are awarded stars for thoughtfulness, being helpful, good work etc.

Children are divided into 'Houses', with family groups remaining in the same House. We hope that children will encourage members of their house to try their best in every aspect of School life.

Incentive stickers and certificates are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of school in assemblies and in class and through photographic evidence and work displayed around the School. Most children respond to this positive approach where their efforts are seen to be valued, and often make considerable efforts to improve their work, and, where necessary, their behaviour.

If a child performs well in any of these areas, they may be awarded a certificate from their class teacher or the Head Teacher. Awards will be shared with the wider school community in weekly newsletters.

There will be times when children need support to behave in an appropriate manner. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age and needs of the child, as far as sanctions are concerned.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

STRATEGIES FOR PROMOTING AND MODELLING GOOD BEHAVIOUR

As part of our approach of using rewards and sanctions, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of any misbehaviour is investigated and plans made to meet individual needs.

In the first instance, a wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation;
- Using different resources;

- Using short term targets when small steps are devised for each child (e.g. sitting on chair for given length of time or putting hand up to answer questions);

- Rewards of stars/smiley faces on work, on charts or in special books;

- Use of certificates, special stickers for such things as listening, being kind, helpful etc;

- Sharing good behaviour with other children/other classes;

- Celebrating achievement in assembly;

- Involving parents at an early stage to develop an action plan together.

If problems are persistent or recurring, parents will be involved. Children may then be placed on a daily or weekly report system to monitor their behaviour in partnership with the parents. Serious sanctions may be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings or where serious misbehaviour is involved – see below.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability, special educational needs (SEN) or a particular vulnerability at a disadvantage compared to children who are not disabled, have a SEN or a particular vulnerability.

The School has a confidential central register of all sanctions imposed for serious misbehaviour, the Serious Sanctions Log. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed together with follow-up.

DISCIPLINE AND EXCLUSIONS

The School has a separate **Discipline and Exclusions Policy** outlining in detail the situations it monitors and sanctions it may use to deter poor behaviour, and in particular serious misbehaviour.

Serious misbehaviour includes major breaches of discipline such as:

- persistent disruptive behaviour,

- deliberate damage to property,

- persistent bullying including cyber-bullying, prejudice-based and discriminatory bullying

- physical assault or threatening behaviour against pupils or adults,

- sexual misconduct including in relation to indecent images, including AI generated fake images,

- theft,

- leaving the School premises without permission,

- verbal abuse,

- abuse on the grounds of race, gender, religion, disability, special educational needs, sexual orientation etc,

- refusal to work

- persistent disruptive behaviour in class impacting on the learning of others

This type of behaviour is generally rare and it is the responsibility of the Head Teacher, to deal with it appropriately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded in a class log and, if necessary, in the Serious Sanctions Log

- A verbal warning by the Head or most senior member of staff in the Head's absence, as to future conduct;

- Withdrawal from the classroom for part of or the rest of the day;

- An email or phone call to parents informing them of the problem and arranging a meeting with the Head Teacher. Strategies to improve behaviour will be agreed to prevent reoccurrence of the child's behaviour;

- If there is a second occurrence of serious misbehaviour, parents will be called to a meeting with the Head Teacher and then suspension procedures might be implemented, with parents being asked to take their child home immediately. There will be a warning that the serious misbehaviour process has been initiated and the end of the process is exclusion if there is no improvement in the child's behaviour. Further strategies to be implemented by the School and parents to improve behaviour will be agreed as a matter of urgency.

- On the third occurrence, parents will be called to a meeting and a longer period of suspension might be imposed. There will be a final warning of exclusion should there be any further serious misbehaviour.

- If there is a fourth instance of serious misbehaviour the Head Teacher will consult with the NMS Chief Executive Officer (CEO) and if exclusion is, in the view of the Head Teacher and CEO, deemed necessary, the parents will be called in and asked to remove their child permanently.

- The School will always offer the right of appeal to any pupil excluded from the School. The appeal against exclusion will be dealt with under Stage 3 of the School **Complaints Policy** and should be made in writing to the CEO of NMS (deborah.livsey@newmodelschool.co.uk) within one week of the pupil's exclusion. Further details can be found in the School's **Discipline and Exclusion Policy**.

RESTRICTIVE INTERVENTIONS

Corporal Punishment is illegal and is never used or threatened and is not tolerated in any form at Maple Walk. However, we reserve the right for our staff to use reasonable force

to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables the School staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves);
- Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching session or otherwise.

All staff receive training, information and guidance on the circumstances in which reasonable force may be used as part of their induction and subsequent behaviour management training. Additional practical training is provided to staff where this is appropriate to their role and the needs of the School. The School's approach to the use of restrictive interventions is set out in the **Restrictive Interventions and Use of Reasonable Force Policy** available on the School website. The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm.

Restrictive interventions are never used as a punishment or disciplinary sanction. Every incident of seclusion or restraint and every significant incident involving the use of force will be recorded in writing as soon as practicable and reported to the pupil's parents in accordance with the School's Restrictive Interventions and Use of Reasonable Force Policy.

SEARCHING

The School reserves the right to search pupils and their possessions. The School will balance pupils' right to respect for private life with the need to conduct a search, seeking the pupil's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances.

Only, the Head teacher, or a member of staff authorised by the Head teacher, may search a pupil. Searches will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same-sex search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a witness. Where a search is conducted without a witness, this must be reported to another member of staff immediately and a record made.

The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but

a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's **Child Protection and Safeguarding Policy**.

The authorised member of staff has the power to search a pupil for any item where the pupil provides consent. Before any search, the authorised member of staff will explain to the pupil why the search is being undertaken, how and where it will take place, and will give the pupil an opportunity to ask questions to ensure that their consent is informed. As above, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

The consent of a pupil will always be obtained before conducting a search unless the Head teacher(or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks; or
- Pornographic images

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Records will include the date, time and location of the search; the pupil searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken. Where a search is carried

out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of pupils.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that pupils and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

CONFISCATION

A member of staff carrying out a search may retain any item that they have reasonable grounds for suspecting is a prohibited item. Where a search identifies alcohol, tobacco or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

PARENTS

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the School responsive and open-minded. The School has a number of support systems in place to meet the needs of all pupils.

In the event of any behaviour management issue, the School will liaise closely with parents and, if relevant, other support agencies within the local authority.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is New Model School's policy not to allow holidays to be taken during term unless there are exceptional circumstances.

Parents and guardians can help:

- By recognising that an effective school Behaviour Policy requires close partnership between parents, staff and children;
- By discussing the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- By attending Parents' Meetings, parents' functions and by developing informal contacts with the School;
- By acknowledging that learning and teaching cannot take place without sound discipline;
- By remembering that staff deal with behaviour problems patiently and positively.

COMPLAINTS

The School hopes that parents will not feel the need to complain about the operation of the School **Behaviour Policy** and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's **Complaints Policy** (which also applies to EYFS pupils) is on our website. We will send you copies on request. The timeframe for dealing with complaints is set out in the policy.

We maintain records of complaints for a minimum of seven years after your child has left our school.

Mia Santa-Humfrey
Head teacher
September 2026

Review approved by Deborah Livsey CEO

New Model School Company Ltd
September 2026

Next Review date: August 2027