



BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

This policy applies across the whole school including the Early Years Foundation Stage (EYFS).

Newcastle School for Boys ('the School') aims to encourage boys to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our boys is key to their development. The School aims to teach trust and mutual respect for everyone.

The School believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. The School develops qualities of teamwork and leadership through our extensive programme of co-curricular activities.

Newcastle School for Boys is an inclusive community. We welcome boys from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his place in the modern world.

Newcastle School for Boys' staff will not threaten or use any form of corporal punishment when setting out its sanctions for poor behaviour amongst pupils. The Headmaster has overall responsibility for behaviour management in the School. Within our Early Years Foundation Setting (EYFS), the designated staff member responsible for behaviour management is Mrs Sian Woosnam.

At Newcastle School for Boys we promote and reward good behaviour by:

- verbal praise and written praise for good work;
- merit for both effort and achievement;
- boys signing the Headmaster's book for academic achievement;
- annual subject and year group prizes;
- posting examples of excellent work in art/design, sports and drama and concert achievements on the School's website and social media, so that the community can celebrate success;
- reports to parents.

CODE OF CONDUCT

Newcastle School for Boys sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the school.

We expect boys to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School's rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at Newcastle School for Boys, particularly the vulnerable. Harassment and bullying will not be tolerated. Our ***Anti-bullying policy*** is on our website and available on request. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, homophobia, special educational needs, disability or learning difficulty, or the fact that a child is adopted or is a carer.

Newcastle School for Boys takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for boys with special educational needs/disabilities.

We expect boys 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 boys to behave at all times in a manner that reflects the best interests of the whole community.

Newcastle School for Boys reserves the right to take disciplinary action against boys who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and guardians who accept a place for their son at Newcastle School for Boys undertake to uphold the School's policies and regulations, including this policy, when they sign the parental contract (acceptance form and terms and conditions). They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that they find the School responsive and open-minded. The School has a number of support systems in place to meet the needs of all pupils. These include our Support for Learning provision and carefully managed transitions from one-year group to the next.

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

UNEXPLAINED ABSENCES

The School will always telephone parents on the first day of an unexplained absence in order to make sure that their son has not suffered an accident. Please note that it is usually the School's policy not to allow holiday to be taken during term unless in exceptional circumstances.

INVOLVEMENT OF PUPILS

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 form and class time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

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.

SCHOOL RULES

School rules are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through celebrating achievement at every opportunity. Sanctions help us to set boundaries and to manage challenging behaviour. Parents and guardians agree, when signing the acceptance form and terms and conditions, that their son will comply with School rules and undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The School reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes or related materials, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by the School which has been identified as an item which may be searched for.

The Headmaster, or staff authorised by him, may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The School may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff" (*Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies*, DfE February 2014).

The Headmaster and other members of the School's Senior Leadership Team for their part undertake to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our school. Examples of sanctions include:

- a verbal reprimand from a member of School staff;
- reports to parents (which are always worded to be as constructive as possible);
- additional school work or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as writing lines or essays;
- loss of privileges;
- missing break time;
- detention including during lunch-time, after school and at weekends;
- School-based service or imposition of a task - such as removing chewing gum or picking up litter under supervision;
- regular reporting, including early morning reporting; scheduled uniform and other behaviour checks; or being identified for behaviour monitoring.
- suspension for a specified period, removal or exclusion.

SERIOUS MISBEHAVIOUR

The School's *Discipline and exclusions policy* is available on the School's website and on request. All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that can be imposed by the School for serious breaches of the School rules and regulations, including, but not limited to criminal behaviour. Examples of serious breaches of the School rules and regulations which may result in serious sanctions include:

- physical assault against pupils or adults;
- verbal abuse/threatening behaviour against pupils or adults;
- bullying, including through social media and other forms of cyber-bullying;
- abuse on grounds of race, religion/ belief, disability, special education needs (etc.);
- sexual misconduct, including in relation to indecent images;
- drug and alcohol misuse;
- damage to property;
- theft;
- persistent disruptive behaviour; and
- unreasonable or otherwise inappropriate parental behaviour.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

In applying sanctions, especially those with serious consequences, the School undertakes to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

Newcastle School for Boys maintains a confidential record of all sanctions imposed for serious misbehaviour. The entries on this record include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

PHYSICAL RESTRAINT

Like all schools, 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 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*

The Act also defines to whom the power applies as follows:

- *Any teacher who works at the school*
- *Any other person whom the head teacher has authorised to have control or charge of pupils*

Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance *Restraint* that include:

- *The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *The chances of achieving the desired result by other means*
- *The relative risks associated with physical intervention compared with using other strategies*

Every member of staff will inform the Headmaster immediately after s/he has needed to restrain a pupil physically. The School also has a confidential register within which the School includes the pupil's name and year group, the nature and date of the offence and the sanction imposed. The School will keep this register on so that any patterns may be identified by the School. We will always inform a

parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents of children who are in the School's Early Years Foundation Stage setting will be informed of the incident on the same day or as soon as is reasonably practicable.

TEACHING AND LEARNING

Newcastle School for Boys aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer each boy a high level of individual attention, together with consistent and helpful advice. In return, the School expects each pupil to cooperate and to work hard.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our ***Behaviour management policy***, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's ***Complaints procedure*** which applies equally to the Nursery and has been drafted to meet the specific requirements for EYFS pupils as described in the following paragraph are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. For the EYFS, the School maintains records of complaints for at least three years after your child has left the School.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Early Years Foundation Stage, because it is part of an independent school, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. More details can be found on Ofsted's website:

<http://www.ofsted.gov.uk/resources/information-for-parents-about-ofsteds-role-regulating-childcare>

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