



## BEHAVIOUR MANAGEMENT POLICY

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*Appendix 1 - Appearance and school uniform*

## 1) Introduction

Newcastle School for Boys ('the School') is continually working to maintain the highest standards of behaviour.

The School seeks to create a culture with high expectations of behaviour to benefit pupils and staff, establishing a **safe, calm and supportive** environment that is conducive to our pupils' academic progress and character development. Ultimately, a school's culture and values are manifested through the behaviour of all its members.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.

This behaviour policy is the starting point for laying out a clear vision of what good behaviour looks like at Newcastle School for Boys. It is one important way in which the school culture is communicated to pupils, staff and parents.

It is important that this behaviour policy is implemented effectively to create a positive behaviour culture in which pupils and their behaviour are encouraged to reflect the values of the School.

Poor behaviour in school can lead to pupils suffering from issues such as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers.

Staff should individually and collectively embody this culture, always upholding this behaviour policy responding to misbehaviour consistently and fairly. All staff should be aware of the measures outlined in this behaviour policy and how they should implement these measures. This is one of the key systems in place in school which supports **safeguarding**. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance: Part one of Keeping Children safe in Education ('KCSIE'). KCSIE is clear that school staff have a responsibility to provide a safe environment in which pupils can learn. This behaviour policy is designed with this in mind. As part of taking a whole school approach to behaviour and safeguarding, it is intended that this policy and 'KCSIE' complement one another. Pupils according to their ages are explicitly taught and, where necessary, supported to understand and enact good behaviour.

Where the text of this policy uses the word 'parent' or 'parents', it should be read as inclusive of carers and any other person with parental responsibility.

This policy will be kept under review and updated as necessary.

## 2) Whole school approach

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with **kindness** and **respect**. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School reinforces positively when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School 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. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed and orderly atmosphere, and to respond positively to the opportunities and demands of school life. Pupils should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inappropriate or inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance policy. They should care for the buildings, equipment, and furniture. We expect pupils to always behave in a manner that reflects the best interests of the whole School **community**. Discriminatory comments or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-bullying policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or 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.

### 3) Purpose of this policy

Good behaviour is central to a good education. This policy sets out the measures adopted by the School to create a culture with high expectations of behaviour to benefit pupils and staff, establishing a **safe, calm** and **supportive** environment that is conducive to our pupils' academic progress and character development including:

- encouraging good behaviour and **respect** for others
- securing a good standard of pupil behaviour
- promoting among pupils, self-discipline and appropriate regard for authority
- preventing all forms of bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- ensuring pupils complete any tasks reasonably assigned to them in connection with their education.
- otherwise required to manage the conduct of pupils.

### 4) Related policies

This policy may be applied in conjunction with or with reference to any of the School's other policies particularly the School's

- [Anti-bullying policy](#)
- [Attendance policy](#)
- [Discipline and exclusions policy](#)
- [Safeguarding and child protection policy](#)
- [Staff behaviour policy](#)
- Restrictive Interventions Policy

Further guidance from the Department for Education on behaviour in schools for headteachers and school staff can be found [here](#).

### 5) A clear vision of what good behaviour looks LIKE

Good behaviour supports a **safe, calm** and **supportive** environment which children and young people want to attend and where they can learn and thrive free from disruption.

In the context of Newcastle School for Boys, good behaviour promotes the best possible opportunity for the fulfilment of the **School's aims**. It is characterised by the virtues of the **School's character compass** as well as **kindness** and **respect**.

In practice, this means pupils should follow the school rules, strive consistently to adopt in all lessons and activities the learning behaviours set out below and behave at all times in ways that are consistent with the School's character compass.

## 6) School rules

Pupils' behaviour should be guided the School's **character compass** and its virtues at all times including in person and when online.

Pupils' actions and words should be supportive of the school **community** and show kindness and respect to each of its individual members. Pupils should also act in a way that respects the School's local and wider **communities**.

Pupils should act with **integrity** - seeking to do the right thing even when nobody is looking. Pupils are expected to act and speak with honesty.

Pupils should always show resilience in their learning and behaviour.

Pupils should show try to show **courage** in the face or personal challenges. This includes the moral courage to do the right thing, e.g., standing up to, and challenging, discrimination, bullying and all forms of unkindness should they encounter it.

At every opportunity, formal or informal, pupils should exercise **leadership** for the good that positively influences and supports the school community and those within it.

Pupils should show **empathy** towards one another and those in wider society including those who may be less advantaged.

### 6.1 **Mobile phones**

The School adopts a 'no phones on show' approach to mobile phones meaning that they should be stored in pupil lockers between the times of 8.40am and 3.45pm during the school day.

Pupils should not be wearing wired or Bluetooth headphones in school nor during activities where, for safety reasons, they need to be able to hear teachers' or others' instructions.

Pupils' phones or other devices must not be used to capture or make any unauthorised images or recordings in school or during school activities. The use of **phones or any other devices for recording audio or video are strictly forbidden in toilets and changing areas as this poses safeguarding risks for both users and others.**

Responsible phone use is allowed during certain trips and offsite activities where there is a genuine rationale e.g., safety and remaining in contact with family whilst away. Arrangements for phone use on activities and trips will be published in advance.

Sixth formers have the privilege of using their phones safely and responsibly in their common room at the timetabled break and lunchtimes.

## 6.2 Punctuality and attendance

- Arrive in school in good time for the start of morning registration.
- Aim for 100% attendance.
- If you are absent from school for any reason, you should make all reasonable attempts to catch up on missed work. Members of staff can support you with this.

## 6.3 Uniform - *for detailed dress code including for sixth form students (Appendix 1)*

- Shirts tucked in and top button done up.
- Ties fastened up to the neck properly and of reasonable length.
- Polishable, black school shoes. If you need to wear trainers, or any other non-school uniform for any reason you must have a note from your parents, countersigned by your form tutor (Senior School) or class teacher (Junior School).
- Outdoor coats and jackets should be stored in lockers or cloakrooms and not worn in school to lessons, lunch, etc. They can be worn outdoors at break and lunchtimes.
- Only uniform NSB-branded sports kit should be worn and at approved times.

## 6.4 Pupil learning behaviours

### 6.4.1 Before a lesson

- Ensure you have with you all materials, equipment and resources required for the lesson. This includes a suitably charged 1:1 device for Senior School pupils.
- Line up quietly outside classroom waiting for the member of staff.
- Show respect and consideration for others e.g., allowing them to move freely and safely in the corridor.
- Enter the classroom or teaching space calmly and quietly when asked to do so by a member of staff.

### 6.4.2 At the start of a lesson

- Sit where the teacher tells you to.
- Have all required materials, equipment and resources, e.g., one-to-one device, books and stationery out on the desk/workspace so that you ready to engage promptly with the learning.
- At the signal for attention from any member of staff, stop any talking and listen carefully.

### 6.4.3 During a lesson

- Show respect and consideration to everyone in the classroom by speaking only when asked or directed by a member of staff.
- If you need to speak with the member of staff, raise your hand and wait to be asked to speak. No shouting out.

- Listen while another pupil or the member is speaking.
- Try to avoid unnecessary fidgeting and noise that may distract others.
- Keep your chair on four legs.
- Complete all work to the best of your ability.

#### 6.4.4 At the end of a lesson

- Put away equipment carefully as instructed by a member of staff.
- Place chairs under desks and leave in an orderly fashion when the member of staff tells you to.
- Move calmly and sensibly to your next lesson/activity without delay.

#### 6.5 **Behaviour outside of school and online**

- You represent the School:
  - whenever you are wearing its uniform or can be identified as a pupil of the School and including when you are online.
  - you are taking part in activities and fixtures organised by the School.
  - when travelling to and from school.
- At all times, be respectful of others including when online and do not make posts that are harmful to others.

### 7) **Key principles of behaviour management at Newcastle School for Boys**

- 7.1 **High expectations of pupils' conduct and behaviour** commonly understood by staff and pupils and applied consistently and fairly. Acknowledging and rewarding good behaviour encourages repetition and communicates the School's expectations and values to all pupils.
- 7.2 **Leaders and managers visibly and consistently supporting all staff in managing pupil behaviour** in line with this behaviour policy.
- 7.3 **Both general and targeted interventions** used to promote good behaviour and support provided to all pupils to help them meet behaviour standards, making reasonable adjustments as required for pupils with a disability.
- 7.4 When a member of staff becomes aware of misbehaviour, they will respond **predictably, promptly and assertively**, in accordance with this policy. The first priority is to ensure the safety of pupils and staff with the aim of restoring a calm and safe environment in which all pupils can learn and thrive and preventing a recurrence of the misbehaviour.
- 7.5 **Pupil behaviour does not routinely disrupt teaching, learning or school routines. Disruption is not tolerated.** Proportionate strategies and actions are deployed by staff to restore acceptable standards of behaviour.
- 7.6 **All members of the school community create a positive, safe environment** in which bullying, physical threats or abuse and intimidation are not tolerated; in which **pupils are safe and feel safe**; and everyone is treated with **kindness and respect**.

7.7 Any known incidents of bullying, discrimination, aggression and derogatory language (including name calling) are addressed promptly and effectively.

## 8) Rewards and sanctions

At the School, we reward and encourage good behaviour and celebrate curricular and co-curricular achievements by our pupils in a variety of age-appropriate ways.

### 8.1 Rewards

#### 8.1.1 Junior School rewards

- Verbal praise and recognition.
- Infants are rewarded with a sticker.
- Communicating praise to parents.
- Awarding of house points for positive behaviour
- House point and star of the week certificates at the weekly celebration assembly.
- Whole class awards such as class credits.
- Signing the Head's book for achievement.
- Annual prizes

#### 8.1.2 Senior School rewards

- Verbal praise and recognition.
- Subject-based rewards such as stickers or prizes.
- Communicating praise to parents.
- Awarding of house points for positive behaviour and acts of excellent character.
- Recognition form Heads of Houses for at the weekly assembly.
- Signing the Head's book for achievement.
- Annual prizes

### 8.2 Responses to poor behaviour

The School recognises that behavioural mistakes and errors of judgement can be part of pupils' learning and character development.

When pupils misbehave, the School and its staff seek to respond **promptly**, **predictably** and **with confidence** to maintain a **safe** and **calm** environment and considering how such behaviour can be effectively and proportionately prevented from recurring.

In order to support pupils' learning and character development as well as to reinforce the boundaries of constructive and acceptable behaviour, it may be necessary for the School to apply appropriate **sanctions** to pupils. In rare cases, consistent refusal or inability by a pupil or a group of pupils to pursue good behaviour may lead to them being suspended or excluded in line with the School's Discipline and exclusions policy.

### 8.3 Sanctions

The School seeks to promote and reward positive behaviour as above minimising the need for sanctions particularly those for more serious incidents which are generally infrequent.

The aim of any behavioural intervention is to seek to provide learning and change future behaviour(s). It is not always necessary or desirable to apply a sanction to achieve this. However, sanctions put down important markers for all pupils to indicate the behavioural standards and expectations of the School.

It is neither possible nor desirable to legislate for every situation and incident that might arise in any school. Context is always important in understanding and responding to behavioural incidents and should always be sought to be understood as fully as practicable and reasonable.

The School undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at the School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and child protection policy

Certain behaviours (intentional or not) will never be tolerated in school. These include but are not limited to:

- Significant or persistent disruption to others' learning
- Any form of abusive behaviour including bullying
- Discrimination
- Possession or use of drugs particularly within school or any of its activities

The following is a non-exhaustive guide with some examples for staff and pupils of the likely application of sanctions in relation to the following behaviours. It is intended to promote appropriate levels of predictability and consistency. The School does, however, reserve the right to vary its application according to contextual factors that for reasons of confidentiality e.g., pastoral concerns that it may not always be able to divulge.

### 8.3.1 Junior School sanctions

Verbal Reminder/ admonishment for low level, single incident such as:

- Being briefly off-task or distracting others in lessons.
- Running in the dining room or using the stairs incorrectly.
- Uniform not worn correctly despite being reminded.

Loss of breaktime/privilege

At teachers' discretion for individual or a small number of pupils where verbal reminder/admonishment above has not proved fully effective. May be for part of breaktime only. Parents to be informed at this stage.

Assistant Head or Head of Junior School detention

Loss of lunchtime and complete detention with a senior member of the Junior School staff. Parents to be informed and if necessary, invited into school to discuss how to support their son.

- Repeated failure to respond to verbal reminder/admonishment as above and warning.
- Continued disruption after warning in a lesson
- Casual (i.e., not targeted nor discriminatory) use of foul language
- Repeated excessively boisterous behaviour in any part of the School, most likely corridors, yard etc.

### 8.3.2 Senior School sanctions

Verbal reminder/admonishment for low level, single incident such as:

- Being briefly off-task or distracted in lessons.
- Running in a corridor
- Uniform not worn correctly.

Loss of breaktime/privilege - at teacher's discretion for individual or a small number of pupils where verbal reminder/admonishment above has not proved fully effective yet does not warrant formal sanction as below. May be for part of breaktime only.

Lunchtime behaviour support - for prompt completion/catch-up of missing homework or where verbal reminder/admonishment above has not proved fully effective yet does not warrant formal sanction as below.

After school detention - to be awarded by the teacher under whose charge the pupil was at the time and having checked with form tutor. Parents and pupils will always be informed including of the reason(s) for an after-school detention.

- Repeated failure to respond to verbal reminder/admonishment as above and warning.
- Repeated failure to produce academic tasks e.g., homework particularly where the teacher is satisfied that is predominantly or entirely the result of a lack of application on the part of the pupil.

- Continued disruption after warning in a lesson
- Casual (i.e., not targeted nor discriminatory) use of foul language
- Excessively boisterous behaviour in any part of the School, corridors, Astroturf, etc.

Saturday detention - to be awarded, where relevant, by the teacher under whose charge the pupil was at the time and having checked with a member of the Senior School management team. Parents and pupils will always be informed including of the reason(s) for a Saturday detention.

- Bullying
- Fighting
- First offence of actions or language that is offensive or discriminatory e.g., racist, homophobic, or sexualised remarks particularly if directed towards an individual.
- Theft
- Persistent offending that lower levels of sanction such as after-school detentions have failed to address.

#### 8.4 Sanctions for serious misbehaviour (whole school)

Temporary exclusion - can sometimes be used as a 'cooling off period' where a pupil's continued presence in school is judged to not be in their or others' best interests. In more severe cases, a temporary exclusion may see a pupil return to school on a final warning on which their continued place at the School may be conditional on their future conduct either generally and/or in specific areas

Permanent exclusion - a last resort usually having exhausted previous support measures and sanctions although may be applied in relation to specific behaviours that are inconsistent with continued membership of the School

- Unprovoked assault of another member of the school community
- Use or possession of drugs particularly in school
- Actions that may bring the School into disrepute including actions outside of school

#### 8.5 Supporting pupils following a sanction

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School.

These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.

- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

## 8.6 Removal from lessons

Removal is where a pupil is required to spend a limited time out of the lessons. This is to be differentiated from circumstances in which a pupil is asked to step outside of a classroom briefly with a staff member and asked to return following this.

Removal from lessons is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from lessons. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal may be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Removal will only last for the minimum length of time considered by the School to be effective and to achieve the above. Where necessary, a clear process for the safe and successful reintegration of any pupil in removal will be designed and implemented.

## 8.7 Serious misbehaviour

The School's Discipline and exclusions policy is available on the School's website. All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of school rules, including but not limited to criminal behaviour.

Examples of serious breaches of the school rules which may result in serious sanctions include:

- Drug abuse.
- Alcohol and tobacco abuse.

- Theft.
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- Child-on-child (including online) abuse.
- Physical assault/threatening behaviour.
- Fighting.
- Sexual violence and sexual harassment.
- Racist, sexist, misogynistic, transphobic, biphobic or homophobic abuse.
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes.
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Discipline and exclusions policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious 'one off' incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the School's Safeguarding and child protection policy and [Low-level concerns policy](#).

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding and child protection policy and Discipline and exclusions policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the police, where appropriate to do so.

## **9) Leadership and management**

It is the Head's responsibility for implementing measures to secure good standards of behaviour.

### **9.1. Safeguarding children and young people is everyone's responsibility.**

Whilst all staff have a role to play in promoting and ensuring good behaviour, those in particular roles have particular responsibility for its management. These are summarised as follows:

## 9.2. Senior School

### 9.2.1 Head of Senior School

- Ensuring high standards of behaviour and that this policy is implemented and applied effectively across the Senior School.
- Oversight and monitoring of pupil behaviour, sanctions and concerns - significant individual and group trends across the Senior School.
- Providing and organising training and support for staff where required.
- Inducting new staff in the School's approach to behaviour and its management.
- Supporting and addressing serious and persistent concerns up to including the awarding of Saturday detentions.
- Keeping the Head informed of standards of behaviour at the Senior School and referring significant concerns and serious incidents including those that might lead to a pupil's exclusion.

### 9.2.2 Head of sixth form and senior tutors

- Ensuring high standards of behaviour and that this policy is implemented and applied effectively across the section of the Senior School for which they are responsible.
- Oversight and monitoring of pupil behaviour, sanctions and concerns - individual and group trends across the section of the Senior School for which they are responsible.
- Directing and supporting form tutors to ensure they are fully and effectively discharging their responsibilities in relation to monitoring, supporting and addressing their tutees' behaviour.
- Monitor and review group trends and patterns. Design and implement group strategies/interventions. Keep Deputy Heads informed of incidents.
- Supporting pupils including those with SEND (working with Support for Learning staff as necessary) to behave appropriately and constructively and to understand and follow school rules.

### 9.2.3 Subject leaders

- Advise and support all staff teaching in their subject area including in relation to behaviour management.

### 9.2.4 Form tutors

- Ensuring high standards of behaviour and that this policy is implemented and applied effectively across the tutor group for which they are responsible.
- Addressing uniform issues at morning and afternoon registrations.
- Oversight and monitoring of pupil behaviour, sanctions and concerns - individual and group across tutor group for which they are responsible.
- Intervening at an early stage where patterns of concern or negative behaviour start to emerge seeking to pre-empt and avoid unnecessary escalation through pastoral support and guidance including contact with parents where necessary or helpful.

- Monitor and review group trends and patterns. Design and implement individual strategies/interventions. Keep Head of sixth form/senior tutors informed of incidents including through the use of CPOMS.
- Supporting pupils including those with SEND (working with Support for Learning staff as necessary) to behave appropriately and constructively and to understand and follow school rules.

#### 9.2.5 Class teachers

- Ensuring high standards of behaviour and that this policy is implemented and applied effectively across all classes and pupils they teach or encounter in any part of the School.
- Ensuring pupils are always behaving in a manner that is safe, respectful and conducive to effective learning for all others in the school community.
- Ensuring pupils are correctly dressed in uniform in lessons.
- Ensuring that incidents of pupils being off task and/or disrupting the learning of others are addressed promptly and effectively.
- Ensuring suitable lesson activities and task setting that make learning accessible for all pupils including those with SEND.
- Keep form tutors informed of incidents and concerns including by CPOMS.

### 9.3. **Junior School**

#### 9.3.1 Head of Junior School

- Ensuring high standards of behaviour and that this policy is implemented and applied effectively across the Junior School.
- Oversight and monitoring of pupil behaviour rewards and sanctions - significant individual and group trends across the Junior School.
- Providing and organising training and support for staff where required to meet their duties and functions within the behaviour policy.
- Inducting new staff in the School's behaviour culture and its management.
- Supporting and addressing serious and persistent concerns.
- Keeping the Head informed of standards of behaviour at the Junior School and referring significant concerns and serious incidents including those that might lead to a pupil's exclusion.

#### 9.3.2 Assistant Heads in the Junior School

- Ensuring high standards of behaviour and that this policy is implemented and applied effectively across the Junior School.
- Oversight and monitoring of pupil behaviour rewards and sanctions - individual and group trends across the Junior School.
- Directing and supporting class teachers to ensure they are fully and effectively developing a calm and safe environment for all pupils and upholding their responsibilities in relation to monitoring, supporting and challenging pupils to meet the school expectations of good conduct.
- Monitor and review group trends and patterns. Design and implement group strategies/interventions for rewards and sanctions. Keep the Head of Junior School informed of incidents.

- Supporting pupils including those with SEND (working with Support for Learning staff as necessary) to behave appropriately and constructively and to understand and follow school rules.

### 9.3.3 Class teachers

- Ensuring high standards of behaviour and that this policy is implemented and applied effectively across the class group for which they are responsible.
- Addressing uniform issues at morning and afternoon registration.
- Oversight and monitoring of pupil behaviour, sanctions and concerns - individual and group across tutor group for which they are responsible.
- Intervening at an early stage where patterns of concern or negative behaviour start to emerge seeking to pre-empt and avoid unnecessary escalation through pastoral support and guidance including contact with parents where necessary or helpful.
- Monitor and review group trends and patterns. Design and implement individual strategies/interventions. Keep Head of sixth form/senior tutors informed of incidents including through the use of CPOMS.
- Supporting pupils including those with SEND (working with Support for Learning staff as necessary) to behave appropriately and constructively and to understand and follow school rules.

### 9.3.4 Subject teachers

- Ensuring high standards of behaviour and that this policy is implemented and applied effectively across all classes and pupils they teach or encounter.
- Ensuring pupils are always behaving in a manner that is safe, respectful and conducive to effective learning for all others in the school community.
- Ensuring pupils are correctly dressed in uniform in lessons.
- Ensuring that incidents of pupils being off task and/or disrupting the learning of others are addressed promptly and effectively.
- Ensuring suitable lesson activities and task setting that make learning accessible for all pupils including those with SEND.
- Keep staff informed of incidents and concerns including through the use of CPOMS.

## 9.4. **The role and use of CPOMS**

CPOMS are important confidential management information tools for communication and supporting behaviour management. They do not of themselves manage behaviour and should not be seen or used as an actual or potential sanction. The act of staff making entries into CPOMS does not routinely need to be shared with pupils.

The requirement of staff to enter behavioural incidents into CPOMS ensures good record keeping that supports safeguarding - a behavioural incident may be an important part of a bigger picture, pastoral care and behaviour management for individual pupils and groups.

When entering behavioural incidents into CPOMS, it is important to record details factually and accurately. Use full names when referring to staff and pupils. Initials and first names only quickly become confused over time and for others reviewing incidents. Staff should always seek to ensure actions in response to an incident are recorded and to go back and update these where necessary.

#### **10) Staff induction, development and support**

All new staff for whom pupil behaviour management is an aspect of their role receive an induction in behaviour management and are required to read and understand this policy and those associated with it (listed in section 4 of this document).

Staff are provided with regular updates and training in behaviour management and can be supported with behaviour management either informally and/or via the staff professional review and development cycle. Behaviour management can be challenging for all staff and there should be no shame or stigma in staff asking for support.

A range of supportive resources on behaviour management are available to staff via the School's subscription to The National College.

#### **11) Involvement of pupils**

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, and via our various pupil voice groups that meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils including EYFS pupils understand their duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

#### **12) Involvement of parents**

The role of parents is crucial in helping the School develop and maintain good behaviour. Parents 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.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the School expects parents to support the School in matters such as attendance and punctuality, behaviour and conduct, uniform

and appearance, standards of academic work, co-curricular activities and homework. The School encourages parents to be familiar with this policy and to reinforce at home where appropriate.

For its part, the School reinforces this mutual approach by building and maintaining positive relationships with parents, by keeping parents updated about their child's behaviour and encouraging parents to celebrate pupils' successes.

Where appropriate, parents are informed about and encouraged to be involved in any pastoral work following misbehaviour.

The School welcomes feedback from parents on the effectiveness of its behaviour management measures and all other aspects of this policy. Where a parent has a concern about management behaviour, they are encouraged to raise this directly with the School while continuing to work in partnership with us.

### **13) Unexplained pupil absences**

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations.

Please note that it is usually the School's policy not to allow holiday to be taken during term time unless in exceptional circumstances.

### **14) Contextual safeguarding**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding and child protection policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with other relevant staff and the pupil's parents accordingly.

### **15) Special educational needs and disabilities (SEND)**

The School consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all pupils in the School, including pupils with SEND, so that everyone can feel they belong in the school community.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the

School's policies or practices seriously. The School makes appropriate reasonable adjustments for pupils with SEND or certain health conditions.

Where a pupil with SEND misbehaves, the School will consider:

- whether the behaviour is linked to unmet needs or distress, taking into account any known triggers and the pupil's individual support plan.
- whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil
- what is an appropriate sanction
- if the reasonable adjustments and preventative strategies in place remain appropriate

It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are also mindful that not all pupils requiring support with behaviour will have identified SEND.

## **16) Misbehaviour outside of school or online**

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School or related to the School.
- travelling to and from school.
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Discipline and exclusions policy.

## **17) Use of reasonable force and other restrictive interventions**

### **17.1 Key principles**

Newcastle School for Boys is committed to maintaining a safe, calm and supportive environment in which all pupils can learn and thrive. In almost all

circumstances, positive behaviour management, early intervention and de-escalation strategies are sufficient to manage pupil behaviour.

However, there are rare occasions when it may be necessary for staff to use reasonable force or other restrictive interventions to prevent harm. Any such use will always be lawful, considered necessary and proportionate for the circumstances, the minimum force required, and for the shortest possible time.

Restrictive interventions will never be used as a punishment, to enforce compliance, or as a routine response to poor behaviour.

## 17.2 Definitions

Restrictive interventions are actions taken by staff that prevent, restrict, or subdue movement of the body (or part of the body), of a pupil. The School uses the term ‘restrictive interventions’ as the umbrella term to describe **physical actions, non-force restraint and non-physical actions**, all of which aim to restrain a pupil to **prevent harm**.

Reasonable force is a term used in legislation which includes physical restrictive interventions. Reasonable means using no more force than is necessary for the least amount of time, the application of which can depend on the circumstances.

Significant incident: any incident where the use of force goes beyond ‘appropriate’ physical contact between pupils and staff. Examples of appropriate physical contact include providing first aid, comforting a distressed pupil, holding a pupil’s hand to guide them to safety.

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 non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact (e.g. holding a pupil’s arms to their sides or removing a pupil’s crutches).

## 17.3 When reasonable force may be used

All members of school staff have the legal power to use reasonable force to stop or prevent a pupil from:

- causing injuring themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at school.

The decision to use reasonable force is a matter of professional judgement, based on the specific circumstances at the time, and must take into account any disability, health conditions or SEND that the pupil may have.

#### 17.4 How reasonable force must be used

If physical restrictive interventions are deemed necessary, staff must ensure only reasonable force is used and that they comply with the School's Restrictive Interventions policy. This includes, ensuring:

- de-escalation strategies are attempted before reasonable force is used;
- force used is the minimum necessary to achieve safety;
- force is applied for the shortest possible duration;
- the pupil's dignity, welfare and safety are maintained at all times, and
- particular consideration is given to any SEND, disability, health condition or vulnerability.

It is illegal to use force on a pupil for the purpose of punishment. Staff must ***never use any technique that could restrict breathing, circulation or the airway***, or use excessive, humiliating or degrading force (mandatory requirement).

Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

#### 17.5 Pupils with SEND and additional needs

The presence of SEND does not automatically preclude the use of reasonable force, but it must always be a key consideration when deciding whether and how to intervene.

#### 17.6 Recording and reporting of incidents

From April 2026, staff are legally required to record all significant incidents where:

- a staff member has used (reasonable) force on a pupil
- the pupil has been secluded or restrained

All staff must report these incidents without delay, ideally on the same day:

- The Head should be notified
- Recorded on cpoms (a confidential safeguarding record) and include all the required information (refer to the Restrictive Interventions Policy). The necessary flag should be applied to any record that involved a restrictive intervention.

#### 17.7 Informing parents and carers

Parents will be informed in writing, as soon as practicable, and normally on the same day, whenever their child has been involved in a significant incident requiring the use of reasonable force or other restrictive intervention.

The written notification will outline what happened, why the intervention was necessary, and what support or follow-up support that has been put in place.

### **17.8 Staff training and support**

All staff receive training on behaviour management and de-escalation, the lawful and safe use of reasonable force, and safeguarding.

The School recognises that incidents involving restrictive interventions can be challenging, and staff involved will be supported appropriately following any incident.

### **17.9 Oversight and review**

Responsibility for monitoring the use of restrictive interventions is covered in section 21.

## **18) Child-on-child abuse**

Child on child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include bullying (including cyber bullying, prejudice-based and discriminatory bullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, gender-based issues.

These arrangements apply to all reports and concerns of child-on-child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

The School takes a zero-tolerance approach; abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". Staff will also challenge physical behaviours (that are potentially criminal in nature), such as pulling down trousers. Dismissing or tolerating such behaviours risks normalising them.

The School acknowledges that even if there have been no reported cases of child-on-child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to peer-on-peer group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children. The School also recognises that certain children may face additional barriers to reporting an

incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

For further information on the School's approaches to minimise the risk of child-on-child abuse and its response to allegations of child-on-child abuse, please see the School's Safeguarding and child protection policy

### 19) Banned items, searching and confiscation

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided where they have reasonable grounds to suspect that the pupil has in their possession one/ more of the following items and there is another staff member present as a witness.

The School does not conduct intimate searches and only a pupil's outer clothing (e.g., 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 (e.g., in their bag or locker).

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 Safeguarding and child protection policy

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession any of the following **banned items**:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping apparatus
- Fireworks
- Pornographic or offensive images; or
- Any other item reasonably deemed by the School to be dangerous or harmful; is likely to be used to commit an offence; cause personal injury to any person (including the pupil being searched); or cause damage to property. This includes mobile phones or other electronic devices where relevant.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also

permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

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.

### **Confiscation**

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, vaping apparatus, or fireworks, they may be retained and disposed of by the member of staff but will not usually be returned to the pupil.

Controlled drugs will be delivered to the police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the police as soon as possible. Stolen items will also be delivered to the police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School's rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Further advice from the Department for Education on searching and confiscation for schools can be found [here](#).

## **20) Complaints**

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's [Complaints procedure](#) which applies equally in the EYFS setting is on the School's website and sets out how parents can raise a formal

complaint and how the School will handle it. We will also issue a copy of the Complaints procedure on request.

## 21) Monitoring and review

The School will record all behavioural incidents and sanctions in accordance with this policy, which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

Senior leaders will:

- regularly monitor and objectively analyse incident, behavioural and sanction data
- determine if there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur.
  - When patterns are identified, they will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.
- ensure that all restrictive interventions are proportionate and lawful
- identify any staff training, support or procedural changes required.

This oversight forms part of the School's wider safeguarding and behaviour-monitoring responsibilities.

Behavioural and sanctions data is collected from the following sources:

- behaviour incident data (recorded on cpoms / Satchel One), including on removal from the classroom
- attendance, permanent exclusion and suspension data
- incident of searching, screening, and confiscation; and
- anonymous surveys for staff pupils, governors and other stake holders on their perceptions and experiences of the school behaviour culture.

Governors will

- ensure that a procedure is in place for the timely recording all restrictive interventions, including reasonable force, seclusion and restraint; and for communicating such events to the relevant parent/s
- regularly review and interrogate data on all types of restrictive interventions to ensure school leaders:
  - identify and implement improvements to policies and practices
  - identify areas of learning and development for school staff.
  - understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with all relevant teachers, where appropriate, their parents
  - identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

## Appendix 1 - Appearance and school uniform

### Expected appearance.

- Exaggerated styles of hair and appearance are not allowed.
- Hair should not be dyed. Hair below the collar should be tied back.
- All pupils should be clean shaven unless excused on approved religious or medical grounds.

### School uniform

The tables below show the uniform requirement across the School's different age ranges. Uniform should be worn smartly and correctly at all times.

	Nursery	Junior School (R - Y2)	Junior School (Y3-6)	Senior School (Y7-11)
Junior blue blazer		✓ (optional)	✓	
Senior grey blazer				✓
Blue polo shirt	✓	✓		
Tie - showing house			✓	✓
Storm proof coat with logo	✓	✓	✓ (optional)	
Baseball cap	✓	✓	✓	
Printed book bag	✓	✓		
Pale blue shirt short sleeve			✓	✓
Pale blue shirt long sleeve			✓	✓
Grey trousers (long)	✓	✓	✓	
Black trousers				✓

Optional uniform				
V-neck jumper with blue band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grey shorts	<input type="checkbox"/>	<input type="checkbox"/>		
Grey knee length socks (worn with grey shorts above)	<input type="checkbox"/>	<input type="checkbox"/>		

In addition:				
Plain grey socks			<input type="checkbox"/>	<input type="checkbox"/>
Plain black belt (not wide or belts with large buckles)				<input type="checkbox"/>
Black shoes which should be clean and polished. All black trainers can be worn so long as they are polishable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Sixth form student dress code**

Newcastle School for Boys expects its sixth form students to be smartly dressed, in a business-like fashion.

#### **Suit:**

A smart, plain, or discreetly patterned, suit in a dark colour. Jacket and trousers must be made of the same material and may not be jersey, denim, tweed or corduroy.

#### **Shirt:**

A plain white, blue, grey or striped shirt with a collar, fastened at the neck.

#### **Tie:**

Sixth form house tie. Alternatively, School Prefect, colours or representative ties may be worn.

#### **Jumper:**

A V-necked jumper or quarter zip may be worn so that the tie is visible.

#### **Shoes:**

Smart, black, and polishable. Heavy lace up shoes, boots, trainers, etc. are not permitted.

The decision of the Head of Sixth Form is final in all matters of Sixth Form dress.

## Sportswear

Essential kit	Nursery	Juniors (R - Y2)	Juniors (Y3-6)	Seniors (Y7-13)
White PE polo shirt		✓	✓	✓
Royal blue PE shorts		✓	✓	✓
Royal blue rugby shorts (all pupils in Years 3 to 10; Years 11 to 13 - rugby players only)			✓	✓
Royal blue/grey reversible rugby/football shirt			✓	✓
Rugby/football socks			✓	✓
Cap		✓	✓	✓
Tracksuit bottoms		✓	✓	✓
Quarter zip pullover		✓	✓	✓
<b>A pair of plain white sports socks is essential for PE &amp; Games</b>				
<b>Optional kit</b>				
Full zip rain jacket		✓	✓	✓
Cricket shirt			✓	✓
Cricket trousers			✓	✓
Sleeveless cricket jumper			✓	✓
Boot bag			✓	✓
Backpack (can also be used as school bag)		✓	✓	✓
Match day bag (can also be used as school bag)		✓	✓	✓
Cap		✓	✓	✓
Base layer (white)			✓	✓
Swimming jammers (Years 2 to 5)		✓	✓	

## POLICY CONTROL - BEHAVIOUR MANAGEMENT POLICY

### Status & Review

Statutory policy or document	Yes
Publish on school website	Yes
Review frequency	Every three years
Approval date	June 2026
Review date	June 2029

### Version Control

Author	Creation / Revision Date	Version	Status
Head (GH)	March 2026	1.0	Final approved version for publication.  Updated: restrictive interventions (DfE guidance, April 2026), links to related policies. Minor uniform updates (V neck jumpers and trainers, Sixth Form dress, appearance). Sections numbered.
Executive Assistant (TA)	April 2026	1.1	Removed North Avenue term.
Executive Assistant (TA)	April 2026	1.2	Updated links to policies that have been updated