

NEWFIELD SCHOOL

Behaviour, Racism and Anti-Bullying Policy



Responsible:

Mr Bullock

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Document Control

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1.0	September 2026	Headteacher / SLT	Initial policy issue

1. Policy Statement

Newfield School is committed to providing a safe, welcoming, inclusive and respectful environment in which every pupil and member of staff is valued.

As an SEMH school, we recognise that many of our pupils may have experienced significant adversity, trauma, disrupted relationships, exclusion from previous educational settings, or difficulties regulating their emotions and behaviour.

We therefore recognise that behaviour is communication. Understanding the reason behind a behaviour is an important part of responding effectively. However, understanding behaviour does not mean accepting behaviour that is unsafe, discriminatory, abusive or harmful to others.

Newfield School combines high expectations; clear and consistent boundaries; positive relationships; emotional regulation; restorative approaches; appropriate consequences; safeguarding; early intervention; individualised support; teaching of appropriate behaviours; and a strong commitment to equality and inclusion.

Racism, bullying, harassment, discrimination and intimidation are never acceptable at Newfield School. Every pupil has the right to learn in an environment where they feel safe, respected and valued.

2. Aims

- Promote positive behaviour and respectful relationships throughout Newfield School.
- Provide a safe and supportive environment for pupils and staff.
- Establish clear expectations and boundaries.
- Ensure that behaviour is managed consistently and fairly.
- Recognise the additional needs of pupils attending an SEMH setting.
- Reduce incidents of bullying, racism, discrimination and harassment.
- Ensure that racist incidents and bullying are challenged and recorded appropriately.
- Teach pupils how to manage emotions, resolve conflict and develop positive relationships.
- Ensure that pupils understand the impact their behaviour can have on others.
- Ensure that victims of bullying, racism or discrimination receive appropriate support.
- Ensure that pupils who display harmful behaviour receive appropriate intervention and education.
- Ensure that staff understand their responsibilities when responding to concerns.
- Work in partnership with parents and carers.

- Ensure that safeguarding concerns are identified, recorded and escalated appropriately.
- Promote equality, diversity, inclusion and belonging across the whole school community.

3. Our SEMH Approach to Behaviour

Newfield School recognises that pupils with SEMH needs may display behaviours that arise from anxiety, trauma, emotional dysregulation, difficulties with communication, unmet sensory needs, difficulties forming relationships, adverse childhood experiences, low self-esteem, frustration, difficulties with executive functioning, previous negative experiences of education, difficulty understanding social situations, impulsivity, or difficulties recognising and expressing emotions.

Staff should seek to understand the underlying need wherever possible.

Our approach is therefore based on the principle: "Connect before correct, understand before responding, and teach rather than simply punish."

However, staff must also recognise that pupils remain responsible for developing safer and more appropriate ways of behaving.

Understanding + Accountability + Support + Boundaries

4. Our Behaviour Expectations

- Treat others with respect.
- Listen to staff and other pupils.
- Follow reasonable instructions.
- Use appropriate language.
- Respect personal space.
- Respect property.
- Behave safely.
- Allow others to learn.
- Resolve disagreements appropriately.
- Seek help when experiencing difficulties.
- Avoid bullying, harassment and discriminatory behaviour.
- Challenge harmful behaviour appropriately or report it to an adult.
- Take responsibility for actions.
- Work towards repairing relationships following incidents.

5. Staff Expectations

- Model respectful and professional behaviour.
- Establish positive relationships with pupils.
- Maintain clear and consistent boundaries.
- Use calm and appropriate language.

- Avoid unnecessary confrontation.
- Recognise signs of dysregulation.
- Use agreed de-escalation strategies.
- Follow individual pupil support plans.
- Record significant incidents appropriately.
- Challenge racism, bullying and discrimination.
- Report safeguarding concerns immediately.
- Maintain confidentiality.
- Communicate effectively with colleagues and families.
- Reflect on incidents and identify opportunities for learning.

6. Understanding Behaviour

Staff should consider: What happened? What was the pupil communicating? What might have triggered the behaviour? What was the pupil trying to achieve or avoid? What support was available? What can we teach or change to reduce the likelihood of the behaviour occurring again?

This approach should not prevent staff from acting immediately where there is a risk of harm.

7. Responding to Behaviour

Newfield School uses a graduated response wherever appropriate.

- Stage 1 – Regulation and Prevention: use calm communication; remind pupils of expectations; provide appropriate choices; identify and reduce triggers; use agreed regulation strategies; provide reasonable processing time; use individual pupil support plans.
- Stage 2 – De-escalation: remain calm; reduce verbal demands where appropriate; avoid public confrontation; provide appropriate space; use familiar regulation strategies; seek assistance where required; prioritise safety.
- Stage 3 – Consequence and Reflection: restorative conversation; repair of relationships; completion of missed learning; loss of an appropriate privilege; reflection work; parental contact; behaviour support intervention; review of an individual support plan.
- Stage 4 – Review and Support: review the pupil's support plan; undertake further assessment; involve pastoral or therapeutic staff; involve parents/carers; involve the SENCO; involve safeguarding staff; consider external agency support; review risk assessments; consider whether additional provision is required.

8. Serious Behaviour

Some behaviours require an immediate and proportionate response. These may include serious physical aggression; serious threats; significant intimidation; serious damage to property; bullying; racist abuse; discriminatory abuse; harassment; sexual harassment; behaviour presenting a significant safeguarding

concern; behaviour involving weapons or other dangerous items; serious online abuse; or behaviour that places pupils or staff at significant risk.

Where appropriate, the incident will be recorded, investigated and referred to the appropriate member of staff.

Serious incidents may result in formal sanctions, including suspension or permanent exclusion, where appropriate.

9. Bullying

Newfield School recognises bullying as behaviour that is repeated or likely to be repeated; intended to hurt, intimidate or humiliate; involves a real or perceived imbalance of power; and may be physical, verbal, emotional, social or online.

- Physical intimidation or aggression.
- Name-calling.
- Threats.
- Deliberate exclusion.
- Spreading rumours.
- Humiliation.
- Intimidation.
- Harassment.
- Cyberbullying.
- Discriminatory abuse.
- Racist abuse.
- Homophobic, biphobic or transphobic bullying.
- Disability-related bullying.
- Religious or belief-based bullying.
- Bullying related to appearance, background, family circumstances or identity.

The school will also respond to individual incidents that may not meet the definition of bullying but nevertheless cause harm or distress.

10. Racism and Racist Behaviour

Newfield School has a zero-tolerance approach to racism.

Racism includes behaviour, language, actions or attitudes that discriminate against, stereotype, demean, intimidate or harm an individual or group because of race, ethnicity, colour, nationality or ethnic or national origin.

- Racist name-calling.
- Racial slurs.
- Racist jokes.
- Stereotyping.

- Racist graffiti.
- Racist social media posts.
- Sharing racist images.
- Mocking someone's accent or cultural identity.
- Deliberately excluding someone because of their race or ethnicity.
- Making comments about someone's skin colour.
- Using racist language during an argument.

The intention of the person making the comment does not remove the impact of racist behaviour.

Statements such as "It was only a joke", "I did not mean anything by it", or "They know I was only messing" will not automatically excuse racist behaviour.

Where racist behaviour occurs, staff will challenge it and ensure that the incident is appropriately recorded and followed up.

11. Responding to a Racist Incident

- Ensure immediate safety.
- Stop the behaviour where appropriate.
- Make clear that racist behaviour is unacceptable.
- Support the pupil who has experienced the behaviour.
- Avoid forcing pupils to confront each other immediately.
- Inform the appropriate senior/pastoral/safeguarding member of staff.
- Record the incident accurately.
- Establish what happened.
- Identify those involved and any witnesses.
- Consider whether the behaviour represents a safeguarding concern.
- Inform parents/carers where appropriate.
- Apply an appropriate consequence.
- Provide education and intervention for the pupil responsible.
- Monitor the situation afterwards.
- Review whether further support is required.

The school will not require a pupil who has experienced racism to accept an apology or participate in a restorative process until they are ready and it is considered appropriate.

12. Discrimination and Protected Characteristics

Newfield School will not tolerate discrimination or harassment relating to protected characteristics under the Equality Act 2010.

- Age.

- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The school recognises that discrimination may be overt or subtle and may occur through language, behaviour, exclusion, online activity or institutional practices.

The school will take reasonable and proportionate steps to prevent discrimination and respond appropriately when concerns arise.

13. Cyberbullying and Online Behaviour

Bullying does not stop at the school gates.

The school may respond to online behaviour where it involves pupils; affects relationships within school; causes harm to a pupil or member of staff; threatens or intimidates; undermines the safety of the school community; or has a significant impact on school life.

- Group chats.
- Social media.
- Gaming platforms.
- Messaging applications.
- Sharing images.
- Online rumours.
- Abusive messages.
- Racist content.
- Discriminatory content.
- Threats or intimidation.

Where appropriate, parents/carers and relevant external agencies may be involved.

14. Supporting Pupils Who Experience Bullying or Racism

Newfield School recognises the importance of supporting pupils who have experienced bullying, racism or discrimination.

- A trusted adult.
- Pastoral support.
- Emotional regulation support.
- Therapeutic intervention.
- Increased staff awareness.

- Safe spaces.
- Adjustments to routines.
- Increased supervision.
- Support with rebuilding confidence.
- Communication with parents/carers.
- Regular check-ins.
- Safety planning.

The pupil should be involved in decisions about their support wherever appropriate.

Staff should monitor the situation after an incident rather than assuming that the issue has been resolved once the immediate incident has ended.

15. Supporting Pupils Who Have Displayed Bullying or Racist Behaviour

Newfield School believes that consequences alone do not necessarily change behaviour.

- Understand what happened.
- Understand why the behaviour was unacceptable.
- Recognise the impact on others.
- Understand the potential consequences.
- Develop alternative ways of behaving.
- Learn how to repair relationships.
- Develop strategies for managing future situations.

Interventions may include restorative work, targeted mentoring, social skills work, emotional regulation, equality and diversity education, reflection activities, individual behaviour plans and therapeutic support.

This support will be provided alongside, rather than instead of, appropriate consequences.

16. Restorative Practice

Restorative practice may be used where appropriate.

- Understand the impact of behaviour.
- Take responsibility.
- Listen to others.
- Repair relationships.
- Develop empathy.
- Identify alternative choices.

Restorative approaches will never be used in a way that places pressure on a victim to meet with or forgive another pupil. The safety and wellbeing of the affected pupil will remain the priority.

17. Safeguarding

Behaviour, bullying, racism and discrimination may sometimes indicate wider safeguarding concerns.

- Sudden changes in behaviour.
- Withdrawal.
- Increased anxiety.
- Changes in attendance.
- Fear of particular pupils.
- Unexplained injuries.
- Repeated bullying.
- Online threats.
- Discriminatory abuse.
- Concerns involving groups of pupils.
- Signs that a pupil may be vulnerable to exploitation.

Safeguarding concerns must be reported to the Designated Safeguarding Lead (DSL) or deputy without delay.

This policy should be read alongside the school's Child Protection and Safeguarding Policy; Online Safety Policy; SEND Policy; Attendance Policy; Behaviour Policy; Staff Code of Conduct; Complaints Policy; and Physical Intervention / Positive Handling Policy.

18. Recording and Monitoring

All significant incidents should be recorded accurately and promptly using the school's agreed recording system.

- Date and time.
- Location.
- Pupils involved.
- Staff involved.
- Description of what happened.
- Antecedents/triggers.
- Actions taken.
- Pupil response.
- Consequences.
- Support provided.
- Parental contact.
- Safeguarding referrals.
- Follow-up actions.

Racist incidents, bullying and discriminatory behaviour should be identifiable within school records so that patterns can be monitored.

The school leadership team will monitor data for frequency, location, time of day, pupils involved, protected characteristics, repeat incidents, staff involved, types of behaviour and emerging patterns.

19. Behaviour and SEND

Newfield School recognises that pupils with SEND may require reasonable adjustments to behaviour support.

- Communication difficulties.
- Sensory needs.
- Emotional regulation.
- Cognition.
- Social understanding.
- Neurodevelopmental differences.
- Mental health.
- Other identified needs.

This does not mean that expectations are removed. Instead, staff should consider: What reasonable adjustment or additional support will help this pupil meet the expectation?

Where behaviour is persistent, the school should consider whether further assessment or review of provision is required.

20. Physical Intervention

Physical intervention will only be used by appropriately trained staff and in accordance with the school's Physical Intervention / Positive Handling Policy.

Any physical intervention must be lawful, reasonable, proportionate, necessary in the circumstances, and focused on preventing harm.

All incidents requiring physical intervention must be recorded and reviewed in accordance with school procedures.

21. Behaviour Outside School

The school may respond to behaviour occurring outside the school premises where it has an impact on another pupil; a member of staff; the reputation or operation of the school; safeguarding; or relationships within the school community.

This includes behaviour occurring while travelling to and from school and online behaviour.

22. Parents and Carers

Newfield School recognises parents and carers as important partners.

- Communicate significant concerns appropriately.
- Involve parents/carers in behaviour support.

- Provide opportunities to discuss concerns.
- Share relevant strategies.
- Seek information that may help staff understand a pupil's needs.
- Work collaboratively to support positive change.

Parents and carers are expected to support the school's expectations, communicate respectfully with staff, encourage their child to report concerns, avoid encouraging retaliation, and work with the school to resolve difficulties.

23. Staff Bullying and Harassment

Newfield School is committed to protecting staff as well as pupils.

Bullying, harassment, intimidation, racism or discrimination towards staff will not be tolerated.

This includes behaviour from pupils, parents/carers, colleagues, visitors, governors or trustees, and members of the wider community.

Concerns involving staff will be dealt with through the appropriate procedure, which may include the behaviour policy, staff code of conduct, grievance procedure, safeguarding procedures or complaints procedure.

24. Confidentiality

Information relating to individual pupils will be shared only with those who need the information to safeguard and support the pupil or manage the incident appropriately.

Staff must not discuss incidents with other pupils or families.

Information will be managed in accordance with the school's data protection and safeguarding procedures.

25. Equality and Inclusion

Newfield School aims to create a culture where difference is respected and valued.

- Respect.
- Equality.
- Inclusion.
- Diversity.
- Tolerance.
- Empathy.
- Positive relationships.

Equality and diversity education will form part of the wider curriculum and pastoral programme.

The school will challenge stereotypes and discriminatory language wherever it occurs.

26. Prevention

Prevention is a central part of the school's approach.

- Positive relationships.
- Explicit teaching of behaviour.
- PSHE.
- Assemblies.
- Tutor activities.
- Equality and diversity education.
- Online safety education.
- Emotional regulation programmes.
- Restorative practice.
- Pupil voice.
- Staff training.
- Effective supervision.
- Monitoring of behaviour data.
- Partnership with parents/carers.

Pupils will be encouraged to report concerns and reassured that reporting bullying or racism is not 'snitching' or getting someone into trouble; it is an important part of keeping people safe.

27. Reporting a Concern

Pupils can report concerns to their class teacher, tutor, pastoral staff, safeguarding staff, the Headteacher, or any member of staff they feel comfortable approaching.

Staff must take reports seriously and ensure that concerns are passed to the appropriate person.

A pupil does not need to prove that bullying or racism has occurred before reporting a concern.

28. Roles and Responsibilities

- Governing Body / Proprietor: ensure appropriate policies are in place; monitor behaviour and safeguarding; challenge leaders where appropriate; ensure legal duties are met.
- Headteacher: oversee implementation; promote a positive school culture; ensure consistent practice; monitor significant incidents; ensure staff training; ensure safeguarding procedures are followed.
- Senior Leadership Team: support staff; monitor behaviour; review incidents; identify patterns; coordinate interventions; ensure parental communication; monitor racist and bullying incidents.
- All Staff: model positive behaviour; challenge unacceptable behaviour; report concerns; record incidents; safeguard pupils; follow agreed procedures.

- Pupils: behave respectfully; follow reasonable instructions; treat others fairly; report concerns; take responsibility; participate in repairing relationships where appropriate.
- Parents and Carers: support the school; communicate appropriately; encourage positive behaviour; work with staff when concerns arise.

29. Complaints

Parents/carers who are concerned about the school's response to behaviour, bullying or racism should initially raise the matter with the appropriate member of staff or Headteacher.

If the concern remains unresolved, the school's Complaints Policy should be followed.

Where a complaint relates to safeguarding, the school's safeguarding procedures will take precedence.

30. Monitoring and Review

This policy will be reviewed at least annually.

- Behaviour data.
- Bullying incidents.
- Racist incidents.
- Pupil voice.
- Parent/carers feedback.
- Staff feedback.
- Safeguarding concerns.
- Exclusions and suspensions.
- Patterns involving protected characteristics.
- Effectiveness of interventions.
- Changes to legislation or government guidance.

The school will use this information to identify areas for improvement.

31. Related Policies

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Online Safety Policy
- Attendance Policy
- Physical Intervention / Positive Handling Policy
- Staff Code of Conduct

- Complaints Policy
- Exclusions Policy
- PSHE Policy

32. Policy Principles – Newfield School

At Newfield School we believe:

- Every pupil matters.
- Every pupil deserves to feel safe.
- Every pupil deserves to be treated with dignity and respect.
- Behaviour is communication, but behaviour also carries responsibility.
- Racism is never acceptable.
- Bullying is never acceptable.
- Discrimination is never acceptable.
- Adults must model the behaviour they expect from pupils.
- Consequences should be fair, proportionate and purposeful.
- Relationships are central to positive behaviour.
- We do not simply ask 'What is wrong with this pupil?'
- We ask 'What has happened, what does this pupil need, and how can we help them make a better choice next time?'