




BEHAVIOUR POLICY (STATUTORY)

Date of Policy Issue/Review	Reviewed September 2025 by Headteacher <i>(using DfE guidance 'Behaviour in schools; Advice for headteachers and staff – September 2022')</i>
Policy approved/date	By FGB at their meeting on 15 th September 2025
Signature of Governing Body	Signed for and on behalf of FGB 
Next review	September 2026

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Newlands Primary School. This policy takes account of government guidance 'Behaviour in Schools; Advice for headteachers and school staff – September 2022'

Philosophy & Principles of Behaviour at Newlands

The behaviour policy at Newlands is based firmly on the school philosophy which encourages individual responsibility and development within a caring school community. Pupils are expected to take responsibility for their own behaviour and show respect for others within a structured environment. There is an expectation that staff and children will be courteous towards each other and supportive of a calm and orderly atmosphere in which effective teaching and learning can take place for everyone, regardless of race, religion, gender, sexual identity, culture or ability. We are committed to the education of the whole child and the celebration of all success, be it academic, artistic, sporting, personal or social achievement.

Good behaviour is an essential condition for effective teaching and learning to take place. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well and thus we use a home/school agreement to ensure all parties understand their responsibility with this.

Whole School procedures

At Newlands we;

- Listen to others carefully and with respect
- Follow instructions and use resources properly
- Show good manners and are polite at all times
- Keep our hands and feet to ourselves

All staff are encouraged to praise and reward pupils that demonstrate these behaviours. Our relationships between all members of Newlands are held as key to our success. We value each member of the school community as an individual and interact with them honestly, respectfully and politely.

Inclusion

At Newlands we believe every child should be seen as an individual with different needs, abilities and an entitlement to fulfil their potential. We recognise the 'one size fits all' approach with a behaviour and relationships policy will not work for all pupils. We therefore strive to ensure our approach takes into account these differences. This may result in some pupils demonstrating a sense of injustice and thus it remains vital for teachers to be open and honest about their approach for each pupil. However, we also agree that **CONSISTENCY** for each pupil is vital in maintaining positive behaviour. Communication between practitioners is essential to ensure this consistency. Sharing of individual behaviour plans is important for continuity and to ensure boundaries, rewards and sanctions do not change for children when working alongside different members of staff.

Creating a positive climate for learning through building good relationships

We believe a mutually respectful environment, comes directly from the relationships that we build and we seek to provide this through:

Actively Building Rapport

The process of getting to know people involves social interaction that may not directly pertain to the taught curriculum. Sharing of and showing an interest and an understanding of the child's world is essential. It happens

in simple ways through learning names, greeting children in the corridor and learning about their interests outside of school, for example.

Catch them being good

Build upon assets and strengths; recognise effort and improvement; focus on assets, contributions and appreciations; acknowledge the deed rather than the doer, one of the keys to teaching and learning, giving feedback and encouragement for doing things well is crucial. Thanking children after following instructions after an activity is a powerful way of helping them make better choices about their behaviour. Always let them know what your comment is for “well done that group I see everyone sitting up, arms folded and looking at me.” Because it tells them specifically what behaviours they can repeat to gain further appreciation. We will encourage the children in every effort and for little improvements. Show confidence in the child’s ability focusing on the difficulties of the task the child has done.

Provide well managed environments A well-managed, well planned environment decreases potential for challenging behaviours. School activities must be well planned and resources well organised to ensure every child knows what is expected of them and when. Lessons should take into account a range of abilities.

Being good role models

Consistency of good role models in the adults through the school is important in laying the foundation for pupils in understanding what is right. If only one teacher reminds the pupils not to run in the corridor and this is ignored by all other teachers then the rule will never be enforced. Being consistent with expectations is vital with all children at all times, in all areas of the school.

Use the language of choice

Give feedback to children about the choices they are making, let them know whether they are good or bad choices. ‘Susie the instruction is two at a table. I’d like you to choose to do that now- thanks’ ‘Sian, if you choose not to finish your work now, you’ll be choosing to finish it at playtime. Make a good choice and get back to work now – thanks.’ ‘I like the colours you’ve used, Lee. Great choice!’

Encouragements and Incentives

Social encouragement: giving your attention to the child, making eye contact, a smile, a thumbs up, a pat on the back, celebration of achievement and success.

Whole school strategies to creating a positive learning and thinking climate

As part of their PSHE, RE, collective worship, learning the Zones of Regulation and through the opportunities of the curriculum children will be encouraged to take responsibility for their own behaviour and to gain an understanding and tolerance of the needs of others. In consultation with staff and Governors 4 key values encapsulate the expectations of behaviour at Newlands:

BE RESPONSIBLE BE RESPECTFUL BE KIND BE SAFE

Children are taught these four words in connection with the traffic light tool and zones of regulation to promote good behaviour. These words will be used by all adults consistently when speaking to a child about poor behaviour e.g. ‘by hitting your friend on the hand you have not shown respect’, ‘by running down the corridor you have not shown that you are safe.’

Encouraging Courtesy and Good Behaviour

- ✓ Good manners, politeness, helpfulness and considerate behaviour is expected in all children as well as exemplification of the school’s values – Be Responsible, Respect, Be kind and Be Safe.
- ✓ Each class has a jar in which to collect Golden Pebbles. Children are awarded Golden Pebbles to put into their class jar according to extra effort by individuals, groups or whole class. The children can see the jar being filled by their positive actions. When the class jar is full it is brought into Celebration Assembly and the class is awarded a class ‘chosen treat’ - that week. This should be filled approximately once per term.

- ✓ In Assembly, children are able to earn Assembly Stars for coming in, listening well and going out appropriately. Twenty stars on the board is rewarded with a Whole School Break of 15 minutes.
- ✓ Praise and encouragement by all adults is used to positively reinforce good behaviour throughout the school. Dojos can be used by all staff to reward positive behaviour as well as good work. Dojos certificates will be given out once 50, 100, 150 is reached.
- ✓ Adults in the school are expected to exemplify polite, positive, courteous and tolerant interaction as role-models for the children.
- ✓ Teachers are able to reward their classes for exceptional behaviour and learning when appropriate this award will be 10 mins of something the class votes to do.

Reinforcing Positive Behaviour – Awards/Rewards Presented in School

Award	Where Presented	Frequency
Class STAR of the week	Celebration Assembly	Weekly
Golden Pebbles	In Class	Termly Whole Class Treats
Assembly Stars	During Assembly as earned by whole school – treat when 20 stars have been earned	
Dojos	Celebration Assembly for each multiple of 50 Dojos	

Sanctions

We have developed a Behaviour system for dealing with unacceptable behaviour around our school.

Expected behaviours	This is what we expect everyone to do all day every day.	Good manners Listening to adults and others Following instructions Trying hard Being helpful Doing jobs responsibly Being a kind friend Walking wonderfully Showing good learning behaviours Joining in with learning Looking after our school	If we do these things we will get praise we might also get, a sticker from Miss Shephard, dojos, pebbles in the jar or even star of the week. Classes can be rewarded by their teachers for excellence at any time.
Inappropriate behaviours	These behaviours disrupt learning for everyone and are not ok. We need to try to help each other by not doing these things.	Chatting at the wrong time Fiddling with toys or equipment Getting up and walking around Calling out Not listening Slamming doors Rude language Being Silly Swinging on chairs	If we do these things we will be reminded that these are not expected behaviours. If we carry on, we might be asked to move seats, miss a part of break time, or go to another class.
Mean behaviour	These behaviours are unkind, they hurt other people. We need to be kind to everyone.	Snatching Screaming at people Not being fair in playground games Calling people names Teasing people Hurting someone's feelings on purpose Ruining someone's game Not letting someone join in Swearing	If we do these things we will have a reflective conversation about why we did these things and how they made the other person feel. We might have to miss part of our playtime, or sit somewhere different in class.

<p>Unacceptable behaviour</p>	<p>These behaviours are serious and not acceptable in school.*</p>	<p>Fighting, hitting, kicking, punching, pushing, biting, pinching. Bullying Breaking things Ignoring adults Throwing things Answering / arguing back Refusing to follow instructions Being rude to adults Hurting other people Being where you should not be Climbing where you should not climb Stealing Being unsafe</p>	<p>These behaviours will involve a consequence, you might not be allowed outside at break times, or be in your classroom, we will talk to your parents, you might be asked to pay for something you broke, you might have to apologise. These sanctions might last longer than one day.</p>
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It is the responsibility of the member of staff who deals with the behaviour to report this on CPOMS.

If the inappropriate behaviour continues then: -

- ✓ An appointment will be made with parents/carers to discuss the inappropriate behaviour, with strategies and possible steps to be taken in the future, including possible referral to other agencies. (This may be with or without the child as is most appropriate)
- ✓ A Contract Card may be issued and monitored by the Headteacher.
- ✓ Fixed term exclusion (in line with the detailed procedures outlined in the Hampshire County Guidelines for Exclusion).
- ✓ Permanent exclusion (as above).
- ✓ In some circumstances a managed move will be considered where it is felt that pupils would thrive in another context, and would benefit from a new start.

***The Reflection resources at the end of the policy should be used during restorative conversations.**

Strategies and Procedures to Support Children with Emotional and Behavioural Difficulties

The causes of Emotional and Behavioural difficulties may relate to Special Educational Needs. Interventions can include

- Circle time / PSHE Lessons
- 1:1 counselling/anger management
- Mental Health sessions
- Regular mentoring with the class teacher and/or a member of SLT
- 1:1 support in the classroom if appropriate and resources allow
- Personalised Reward charts
- Adaption of the working environment
- Use of a time out area / the Quiet Room
- A differentiated or personalised curriculum
- Small group or 1:1 emotional literacy sessions/ social skills sessions
- Parent, Teacher and SENDCo meetings to create an action plan (meetings to include chn as appropriate)
- Zones of Regulation – using a sensory toolkit and dedicated space o support self-regulation, guided by the Zones of Regulation framework.

Where there are children with ongoing needs, the school will meet with an extended school team to include: SENDCo, Class teacher, SMHL and a member of SLT to put together a Behaviour Management Support Plan. Following this planning meeting the school will meet with the parents of the child, and (where appropriate the child) in order to discuss strategies. Children with severe and/or complex needs may receive support from the Local Authority Behaviour Support Team.

Physical Restraint

If it becomes necessary, class teachers and teaching assistants have the right to restrain children in conjunction with clause 72 of the 'Behaviour in Schools; Advice for headteachers and school staff – September 2022' guidelines. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school has a Physical Restraint Policy which can be found on the school website.

Bullying

All learners at Newlands have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance, understanding and respect for others are central to what we believe.

As a result, we aim to:

- protect children and young people from harm
- ensure that they achieve their full potential in education
- provide a happy and stimulating childhood
- ensure that they grow up physically and mentally healthy
- enable children to feel good about themselves and respect others
- develop the essential personal and social skills to help them throughout life
- become active citizens and participate in society
- develop an ethos in which bullying is unacceptable

If incidents of bullying of any kind are reported, the procedures described in our antibullying policy will be implemented. The school will record concerns and maintain a detailed record of these with actions to ensure that the issues are resolved.

If pupils are found to have been bullying others, their parents will be informed. Sanctions will then be applied. These may include:

- Loss of playtime/other privileges
- Internal exclusion
- Fixed-term exclusion
- Managed move
- As a last resort, in extreme cases, permanent exclusion will be considered

Allegations of Abuse against Staff

All allegations of abuse will be taken seriously. The Headteacher and governing body will ensure that they deal with allegations quickly, fairly and consistently, providing protection for the child and supporting the person who is the subject of the allegation, in accordance with our Safeguarding Policy and Code of Conduct.

Newlands operates a whole school, consistent approach to behaviour and discipline, and responsibility for upholding the high standards of behaviour at Newlands is shared by staff, children, parents and the Governing Body.



Appendix 1 Child friendly behaviour policy

Newlands Primary School Behaviour Policy



What do we want our school to be like?



At Newlands Primary School belonging together is our vision. We want our school to be safe and caring place where everyone can achieve their best.

To do this we all show the school values in our actions and follow the rules.

Our Values

Kindness

Safety

Teamwork

Respect

Responsibility

Resilience

Zones of Regulation

We use Zones of Regulation to help us to understand our feelings and emotions. We all have displays in school to help us manage our emotions and this helps us to be comfortable to talk about them with an adult. Don't forget to use your regulation toolkit!

Blue	Green	Yellow	Red
Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space



Types of Behaviour

Behaviour is our words and our actions. We choose the words we use and the actions we do. We talk about behaviour in four ways.

Expected behaviours	Inappropriate behaviours	Mean behaviour	Unacceptable behaviour
This is what we expect everyone to do all day every day.	These behaviours disrupt learning for everyone and are not ok. We need to try to help each other by not doing these things.	These behaviours are unkind, they hurt other people. We need to be kind to everyone.	These behaviours are serious and not acceptable in school.*
<ul style="list-style-type: none"> Good manners Listening to adults and others Following instructions Trying hard Being helpful Doing jobs responsibly Being a kind friend Walking wonderfully Showing good learning behaviours Joining in with learning Looking after our school 	<ul style="list-style-type: none"> Chatting at the wrong time Fiddling with toys or equipment Getting up and walking around Calling out Not listening Slamming doors Rude language Being Silly 	<ul style="list-style-type: none"> Snatching Screaming at people Not being fair in playground games Calling people names Teasing people Hurting someone's feelings on purpose Ruining someone's game Not letting someone join in Swearing 	<ul style="list-style-type: none"> Fighting, hitting, kicking, punching, pushing, biting, pinching, Bullying Breaking things Ignoring adults Throwing things Answering / arguing back Refusing to follow instructions Being rude to adults Hurting other people Being where you should not be Climbing where you should not climb Stealing Being unsafe
If we do these things we will get praise we might also get, a sticker from Miss Shephard, dojos, pebbles in the jar or even star of the week. Classes can be rewarded by their teachers for excellence at any time.	If we do these things we will be reminded that these are not expected behaviours. If we carry on, we might be asked to move seats, miss a part of break time, or go to another class.	If we do these things we will have a reflective conversation about why we did these things and how they made the other person feel. We might have to miss part of our playtime, or sit somewhere different in class.	These behaviours will involve a consequence, you might not be allowed outside at break times, or be in your classroom, we will talk to your parents, you might be asked to pay for something you broke, you might have to apologise. These sanctions might last longer than one day.

* Sometimes children in the red zone can show some of these behaviours. If this happens we will work to help that child by getting the right help for them.

Appendix 2 Reflection Grids

 
What happened?


disrupted learning





unkind words







unsafe


threw


damaged


hurting


  
I think I...


How were you feeling? What zone?



Sad



Bored



Embarrassed



Frustrated



Worried



Silly






Angry



Panicked



Over excited

I was thinking...







 How can you repair?




Property



 Tidy



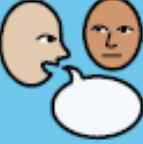
 Fix



 Clean



Person



 Say sorry



 Sorry card




 Say Sorry
 with adult



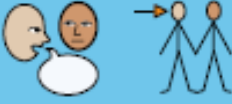
 Hug




 Shake hands





 Thumbs up







 Talk to them



 Play with them


 I will repair by...

What will you do differently next time?



Go



quiet room



sofa




beanbag



Say




"Stop please"



Count



Want




Do



Walk





Move



Sensory



Next time I will...

Appendix 1 Staff Expectations

At the beginning of the day

- Arrive in good time
- Create an appropriate atmosphere in the classroom
- Provide an early morning task
- Take the registers quickly and efficiently
- Escort the children to assembly in a quiet and orderly manner
- Once in assembly ensure that the children wait quietly
- Escort the children from assembly in a quiet and orderly manner

At playtime

- Ensure that children leave in an orderly fashion
- Supervise any children who stay in the classroom
- Go to the playground promptly when on duty
- When on the playground, make sure that staff are spread out

In lessons

- Have high expectations of behaviour
- Apply the school behaviour policy consistently
- Supervise children if they are moving from one room to another
- Ensure that children are wearing the correct uniform

In general, please:

- Abide by the school dress code
- Keep your room tidy

SUPPORT YOUR COLLEAGUES BY CONSISTENTLY APPLYING THE SCHOOL BEHAVIOUR POLICY IN ALL AREAS OF THE SCHOOL