North Newton Community

Primary School

Positive Behaviour and

Relationships Policy

Policy review cycle

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	March 26	D L Leach	**May 27**

Policy ratification

Role	Name	Signature	Date
Chair of Governors	Kate Bown	Kathryn. A Bown	15/05/26
Head Teacher	Deborah Leach	D L Leach	15/05/26

Policy review cycle

Date	Details
March 2026	Updated and re-written. March. 2026

This policy is based on advice from the Department for Education (DfE) latest edition on:

- **Behaviour and discipline in schools**

Behaviour in Schools - Advice for Head Teachers and school staff Feb 2024

- **The special educational needs and disability (SEND) code of practice**

SEND_Code_of_Practice_January_2015.pdf

VISION

'Together we Achieve.'

At North Newton **we continually** reflect on our provision and are constantly looking for ways to improve what we offer the children in our care. We work hard to maintain an **honest, nurturing culture** between staff and pupils, where every child is encouraged to develop resilience and respond positively to feedback. Our planning and next steps are responsive to everyone's needs. We are proud that our children feel happy, safe and engaged in their learning. Our values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

'Together we Achieve'

Our Vision & Values

Together, we strive to create an educational community of respect and inclusion, thus empowering all to embrace learning, achieve excellence and transform lives.

Our Ethos

North Newton Community Primary School enables everyone to be proud of their achievements by:

- Encouraging everyone to do their very best
- Developing a love of learning inspired by quality first teaching
- Believing that through effort, dedication and commitment, anything can be achieved
- Building and developing upon individual strengths and talents

North Newton Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to
- A school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners
- Working in partnership with our parents and carers

North Newton Community Primary School encourages everyone to excel by:

- Striving for the highest possible standards of achievement and behaviour in a stimulating environment

- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active learners of the future

Threaded through all we do are our 5 key themes:

Achieve: No matter who they are, every child can make progress and achieve great things.
Believe: Believe in the children, to see them grow and understand that nothing is out of reach.
Prepared: Support children to be prepared to take a risk and be innovative in their learning.
Respect: Including everyone. Nurture curiosity, resilience, respect and excellence to thrive in our world.
Safe: Ensure a safe, secure and caring environment in which our children are able to learn and thrive.

Classroom version:
We achieve our best through effort and perseverance
We believe in ourselves and each other
We come prepared to learn every day
We show respect for everyone
We keep our school safe and caring for all

School chant version:

'Achieve, Believe, Prepare, Respect, Be Safe - Together we Achieve!

This policy sets out the expectations of behaviour and attitudes to learning expected at North Newton Community Primary School, ensuring that all children and adults feel safe in our environment.

Rationale

As a school we feel it is vital to promote a caring and supportive environment in which all members of the school community feel secure and respected, which promotes good behaviour. The development of personal qualities and social skills and the fostering of socially acceptable behaviour is an integral aspect of the school curriculum.

Aims:
Our three main 'behaviour' aims are for all staff and children to be:

- **Prepared**
- **Respectful**
- **Safe**

These aims are achieved by:

- Encouraging children to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- Providing a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative, personalised learning.
- Enabling staff to support children with their behaviour by providing children with strategies to manage their own behaviour.
- Maintaining a calm and purposeful working atmosphere.
- Ensuring that all children and adults have a sense of belonging, feeling safe, secure, and valued.
- Providing a clear, fair and consistent approach to behaviour.
- Fostering, nurturing and valuing strong healthy relationships.
- Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.

- Ensuring that there is complete consistency from all staff in the implementation of the policy.

Rights & responsibilities

Our high expectations of the way all members of the school community should behave towards one another are based on rights and responsibilities.

We expect everyone:

- To be hard working and to try to do their best at all times.
- To be respectful towards others.
- To be polite, friendly and helpful.
- To be thoughtful and caring of one another.
- To care for personal property, books and equipment and the school as a whole.
- Above all, be kind!

This expectation includes behaviour outside school, on all educational visits, sporting events and all behaviour when the pupils are wearing school uniform in a public place.

Expectations:

We expect all pupils to respect the feelings of others and **to treat everyone as they would like to be treated.**

We expect children to:

- Follow the three school aims: **Prepared, Respectful, Safe.**
- Be respectful to one another, speak calmly and courteously.
- Arrive in school on time, wear our school uniform with pride and bring the correct equipment for learning.
- Speak to an adult if they have any concerns.
- Work restoratively to avoid conflict. To respect the right of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.

We expect that staff will:

- Follow the three school aims: **Prepared, Respectful, Safe.**
- Be role models for pupils and peers.
- Encourage pupils to show respect for members of the community and the environment.
- Speak politely and calmly and respect everyone's personal space.
- Develop positive relationships with pupils, parents and colleagues.
- Treat all members of the community equally, fairly and consistently.
- Encourage positive behaviour, learning and effort, using verbal praise, house points, diamonds, Head Teacher Awards, PE awards, weekly/half termly certificates.

We expect that parents and carers will:

- Follow the three school aims: **Prepared, Respectful, Safe.** Ensure your child/children come to school equipped for the day ahead. Make sure they get a good nights sleep.
- Work in partnership with the school staff to ensure that their child can achieve to the best of their ability.
- Respect school decisions and follow procedures within policies.
- Ensure that their child is **in school on time, dressed in the correct uniform** and has the correct equipment e.g. PE kit.
- Support their child with their learning at home.

- Support the school in modelling polite, calm and orderly behaviour.
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the three school rules to be: **Prepared, Respectful, Safe.**

Praise and sanctions:
We always **Praise in Public (PIP)** and **Discuss in Private (DIP)**

We have in place a variety of praise systems to promote positive behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged throughout the whole of the school day to ensure that all children understand what is appropriate.
- Unconditional positive regard is always reinforced with all pupils and stakeholders.
- Verbal and written praise is given by the class teacher or other adult in school for demonstrating good learning, effort or behaviour. This can be verbal and/or in the form of house points, diamonds, positive praise cards, stickers and Head Teacher awards.
- Children who are asked to share their learning or who have been recognised for demonstrating our school aims brilliantly will be asked to share this with the Head Teacher and receive a Head Teacher sticker which will also be presented in the Celebration Assembly.

Celebration Assembly:

Any child showing good effort, a responsible and caring approach or any pleasing attitude and behaviour, will be rewarded by being included in the Celebration Assembly and they will receive a special certificate related to our school ethos themes: **Achieve, Believe, Prepared, Respect and Safe**. On a weekly basis our PE coach will also identify pupils who are showing respectful qualities within a PE lesson. A certificate will be given out on a Monday Assembly Day. The class showing the best behaviours will receive the PE cup for the week.

We understand that occasionally children will behave inappropriately for a variety of reasons. When children display this behaviour, there are several layers of consequences in place to encourage them to self-regulate their behaviour in a positive way. The context of the situation is always to be taken into account.

- It should be explained to the child that they have made a wrong choice, linking feelings about the behaviour choices to them and not the child.
- Children are not defined by an event. Mistakes are made and should be learnt from. Once a situation is dealt with, it is finished and this needs to be clear to the child.

All staff will follow the stages agreed as a whole staff team when discussing behaviour choices with a child, using the language of **Prepared, Ready, Respectful and Safe** at all times.

Sanctions:

When pupils show unacceptable behaviours there will be times when sanctions need to be applied, but we make a very clear distinction between the behaviour and the person.

Restorative approach:
Our **'Behaviour Stages'** are a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – listening to other opinions and learning to value them.
RESPONSIBILITY - taking responsibility for our own actions.
REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

North Newton School uses restorative approaches to encourage everyone to take responsibility for their behaviour. This approach starts with a restorative enquiry, if conflict occurs, over low-level concerns i.e., friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Supporting pupils with Special Educational Needs during periods of escalated behaviour:
For pupils with significant social, emotional, or behavioural needs, advice will be sought from appropriate outside agencies and their recommendations will always be fully implemented. A Success Plan will be created, targeting specific needs and detailing strategies to support the child. For pupils who are at risk of suspension or exclusion, or on a part time timetable a Pastoral Support Plan (PSP) will be put in place. These will be regularly reviewed including consultation with the child, parents, school staff and relevant outside agencies. Where a child has significant issues surrounding attachment, self-esteem or trust, the class teacher and other adults working with the child will plan strategies to manage that child's behaviour consistently and according to their emotional needs. These plans will always include a conversation with all staff about the needs of the pupil and how those strategies can be managed over the lunchtime and extended school period, as all staff involved need to work collaboratively. However, over time the pupil must also make an effort to improve their behaviour too.

Suspensions: At times, it might be necessary to consider issuing either a suspension or a permanent exclusion. The Head Teacher will decide whether or not to suspend a child from school according to the severity of the incident and following the guidance in DfE Behaviour in Schools and support from the Inclusion team at Somerset Council. After **two internal suspensions** the next steps will be an **external suspension**, depending on the severity of the incident. The school will consider whether an internal suspension would be more appropriate depending upon circumstances.

On return to school after an external suspension, the pupil and parents/carers will be invited to meet with the Head Teacher and SENDCo (when appropriate) for a reintegration meeting where expected behaviour will be agreed. This will include setting targets for any changes in provision and for improved behaviour.

Permanent Exclusions: These will only be used in the most exceptional and extreme circumstances. Governors and Somerset LA will always be involved, and County Policy followed.

It is to be hoped that permanent exclusions at North Newton Community Primary will not be necessary. However, if a child's behaviour is a serious concern, impacting on the safety, learning and wellbeing of the pupils and staff in the school, permanent exclusion may be necessary. North Newton Community Primary will follow the DFE Behaviour in Schools Guidance November 2024 Behaviour in Schools - Advice for Head Teachers and school staff Feb 2024 The Head Teacher will use their professional judgement based on the individual circumstances of a case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

Bullying

When children work and play together, sometimes they may fall out with one another. These situations need to be dealt with as they occur, and we try to discuss these events with the children and teach them how to solve these problems and work out their friendships themselves. These one-off events are very different to bullying.

We define bullying as:

The regular and persistent behaviour by one child, or a group of children against another.

This may take the form of:

- Verbal abuse: name calling, swearing, cruel remarks etc.
- Shunning: face pulling, ignoring, failure to include a child in any activities, etc.
- Constant teasing: hiding belongings etc.
- Physical abuse: pinching, hitting, bumping, punching etc.
- Cyber bullying.

Cyberbullying

Cyberbullying, alongside all other bullying forms, will not be tolerated within the school community. The school's Online Safety Policy outlines the approach towards these incidents, which may lead to a variety of sanctions, including:

• Removing any inappropriate digital material, supported by external service providers if necessary

• Temporary suspension of internet access within the school

• Parental notification regarding the incident

• Police involvement if a criminal act is suspected

As a school we are vigilant and seek to intervene as quickly as possible where behaviour is inappropriate and upsetting an individual or group of children.
Although incidences of bullying are rare, we know that bullying can occur, and we take it very seriously. The children are encouraged to tell us when someone is worrying them and indeed if they see someone worrying another child. We take a preventative approach, including circle time, with an emphasis on prevention rather than cure. We provide role play situations; we look for behavioural changes and constantly remind pupils of our school rules. **The school will not accept poor/unacceptable behaviour and immediate action is taken and parents/carers are fully involved.**

For the children we:

- Encourage them to be confident, be brave, not to join in and then to tell someone if they see unkind behaviour.
- Encourage them to say 'no' confidently and walk away.

For parents/carers we:

- Encourage parents/carers to inform us of any changes in their child's behaviour that are causing concern.
- Encourage parents/carers to report any information their child shares with them regarding poor behaviour towards themselves or any other child.

Monitoring, Evaluation and Review

Our behaviour policy will be monitored on an ongoing basis by the Head Teacher and middle leaders. The policy will be discussed with governors once a year and agreed by them. The policy will be shared and discussed with all other members of staff once agreed to ensure full understanding and implementation across the school.

Our four stages of sanctions are outlined as follows and may include, but are not exclusively limited to:

Stage	Behaviour Observed	Sanction/Strategy used
1. **Minor** **Language used:** **'Think about it'** **(Restorative action)**	Failure to follow instructions Lack of respect to adult or peers Repeatedly calling out in class Being unkind to friends Failure to look after school resources and property Low-level disruption during lesson (once) Dropping litter	Child given a verbal warning by member of staff. Use 1:1 behaviour script conversation: • I can see… • Remember when… • You need to… **Walk away and expect it to stop.**
2. **Moderate** ***Language used: 'Make the right choice'***	Rough play that could result in physical harm Heat of the moment fights Inappropriate name-calling Not doing work as asked (after 'think about it' warning) Leaving the classroom without permission (one off occasion) Spoiling another child's work Continued lack of respect to adults or peers (answering back or rudeness)	Child given a consequence with clear reasons explained – logged on Behaviour log. Child spends some of their playtime/lunchtime with staff member to discuss their actions Child is sent to another class as part of a restorative program **Teacher informs parent(s)/carer(s) at the end of the day.** **Some incidents may be logged onto My Concern at the teacher's discretion.**

	Threatening behaviour Not being honest	
3. Serious ***Language used: 'Consequence'***	Escalating low-level disruption to the point of disrupting other children's learning Swearing Stealing Wilful damage to school or another person's property Biting or spitting Deliberate, physical attack on another pupil (first offence) Endangering themselves or others Refusal to conform despite repeated requests (e.g. refusing to return to the classroom after lunch/refusing to leave the classroom) Cultural/racial abuse or discrimination	**Call Headteacher/Senior staff member to decide between:** **Removal to partner class with work set (time appropriate to age and offence)** Removal to the Head's office with work set (time appropriate to age and offence) **Loss of play/lunchtime for an appropriate amount of days** In some cases parent(s)/carer(s) phoned to support in school **Serious incidents to be logged onto My Concern.** **Teacher informs parent(s)/carer(s) at the end of the day.** **Context must also be considered before consequence is decided.**
4. Very Serious ***Language used: 'Consequence'***	Physical abuse of staff Severe cultural/racial abuse or discrimination of any kind Endangering themselves e.g. running out of school, climbing fences, etc Repeated physical attacks on others Pupil's large scale destruction of property Offensive weapons brought into school	**Headteacher/Senior member of staff called immediately** Parent(s)/carer(s) called immediately Child suspended – Internal/External suspensions Office complete paperwork/ letter home Suspension recorded on Bromcom LA notified

Potential reasons for **Suspension** **Permanent Exclusion (reoccurring incidents by the same child – in conjunction with the Inclusion team and the Governing Body) This is the absolute last resort.**	• Physical assault against a pupil or adult. • Verbal abuse or threatening behaviour against a pupil or adult. • Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy. • Bullying. • Racist abuse. • Abuse against sexual orientation or gender reassignment. • Abuse relating to disability.	The Head Teacher will use their professional judgement with the support of the Governing body and Inclusion Team.
This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. The school will have the confidence to sanction children when their behaviour online causes threat or harm to another child or staff member if the behaviour could adversely affect the reputation of members of the school and its wider community.		

Incidents which do not fall directly into those listed will be gauged by the Head Teacher or, in her absence, two class teachers will make the decision and inform the Head Teacher.

Teachers need to be aware of individual pupils' supportive Behaviour Plans and Positive Handling Plans.

Team Teach trained Teachers/ TAs or Head Teacher will be called to de-escalate potentially violent behaviours. Where possible, intervention will be put in place before escalation occurs. Physical restraint is always a final resort. Any such incidents will be logged and recorded as per the school protocol and procedures. (See restraint policy)

The Head Teacher/DSL/DDSLs review all incidents logged onto My Concern on a weekly basis. Each half term, reports are explored and analysed to observe any patterns in challenging behaviours. If it is noted that there are a number of serious incidents or a change resulting in an increase in negative behaviours, the Head Teacher may request a meeting with parent(s)/carer(s). It may be necessary to create a Behaviour Support Plan/ Pastoral support plan to support the pupil. The plan will be developed in consultation with the **parent(s)/carer(s).**

Playtimes and lunchtimes

Playtimes and lunchtimes are essential components of the school day and all staff are expected to adhere to the behaviour policy during these periods. Midday Supervisory Assistants (MDSAs)/TAs are encouraged to engage actively with pupils, fostering positive relationships. Recognising that unstructured times can lead to increased negative behaviour, the school provides a variety of choices for children during these breaks to promote a positive atmosphere.

Should a child display inappropriate behaviour during playtime, they may be required to take some time out with a supervising member of staff.

At the end of break and lunch times a whistle will be blown. This indicates children must stop and stand still. A class or year group at a time will be asked to walk quietly back to their class lining up space.

Additional Measures

For certain pupils, additional measures may be necessary to support their individual needs. Such interventions may include:

• Daily reward sheets

• Creation of an individual Pastoral Support Plan (PSP) in collaboration with the class teacher, SENCo, and parent(s)/carer(s)

• Immediate consideration of more serious sanctions

• Implementation of Risk Assessments to ensure the safety of the affected pupils and others

• Suspension from extra-curricular activities

• Adaptations to rewards and sanctions in line with the school's inclusion ethos.

Beyond the school gate

While the behaviour policy primarily addresses conduct within school premises, the school retains the authority to impose disciplinary measures for behaviours occurring beyond the school gate. This includes any inappropriate conduct during school-organised events, travel to and from school, or when children are easily identifiable as pupils at the school. Should such behaviours pose a threat to others or potentially harm the school's reputation, the same behavioural expectations apply.

In cases involving criminal behaviour or threats to public safety, the police will be notified.

Serious Incidents

The school affirmatively believes that discipline should be a collaborative effort, especially in cases of persistent behavioural concerns. Parents and carers will be contacted if there are ongoing behaviour issues. Serious behavioural incidents, such as physical aggression or abusive language towards others, will result in a pupil being sent to the Head Teacher's office, where they will remain until the end of the day. Following this, contact will be made with parent(s)/carer(s) regarding the situation and potential consequences.

Threats or incidents of violence towards staff may require immediate parental involvement for the prompt collection of the pupil. All such occurrences will be documented meticulously, with records maintained for future reference.

If disciplinary measures are ineffective, further actions may include:

• Development of specific behaviour plans for individual pupils (Pastoral support plan)

• Weekly discussions involving parent(s)/carer(s), the child, and the Head Teacher to assess conducted behaviours

• Temporary separation within the school, allowing students to complete set work whilst supervised away from peers

• Temporary or fixed-period suspensions

• Permanent exclusions

Teachers are authorised to use reasonable force in extreme situations to prevent a pupil from:

• Endangering themselves or others

• Committing a criminal act

• Causing damage

• Engaging in behaviour disruptive to maintaining order

Such actions will follow the Team Teach strategies and are confined to exceptional instances. Reasonable force may include physically interposing between pupils, blocking pathways, or guiding pupils to safety. Parents and carers will be promptly informed of any significant incidents involving their child.

Suspensions/Exclusions

Continued instances of unacceptable behaviour may compel the Head Teacher to consider a suspension/s or permanent exclusion.

Suspension is a serious matter and may be deemed necessary when a pupil poses a potential danger to themselves or others within the school. Only the Head Teacher can authorise a Suspension or Exclusion. Parents and carers will be immediately notified by telephone in the event of a Suspension or Exclusion, and a formal letter will be provided outlining the reason for the decision. The Suspension policy will be followed at this stage.

In cases where permanent exclusions are necessary, the Head Teacher will report these matters to the Chair of Governors.

Appendix 1A : REWARDS FLOW CHART

Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy. We distribute rewards to pupils either for consistent good work, citizenship, or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This list is not exhaustive.

- Greeting each student positively at the door/gate,
- Giving specific behaviour-related praise throughout the lesson/day,
- Verbal praise,
- Non-verbal praise e.g. Smilie face, written comment in their learning,
- Give roles of responsibility (monitors),
- Class Successful Learner of the Day,
- Positive comments when marking work,
- Display class work/ show to other pupils,
- Referred to Head Teachers or SLT for recognition,
- Opportunities to show work to other adults,
- House points,
- Celebration Assembly Certificate,
- Headteacher's Award/Sticker.

Daily

- Certificate – Celebration Assembly
- Reading Certificates
- Referred to Head Teachers or SLT for recognition.
- House points
- Give roles.

Weekly

- House Point Reward Session/Activity
- Yearly Cups for achievement
- Headteacher's Tea Party
- Postcard home from Headteacher

Longer Term

Appendix 1: A Code of Practise for Adults Working with Children

DO:	DON'T:
Actively listen to children and as often as possible find time for them.	Become exasperated.
Value and respect what children say and do so by being fair and open.	Undermine or disregard opinions and feelings.
Be friendly and approachable.	Be aggressive or bully the child.
Be sympathetic, sensitive and caring to make the child feel secure.	Use sarcasm or ridicule.
Be enthusiastic and give praise whenever the opportunity arises.	Make the child look stupid or put him/her down, particularly in front of peers.
Involve children in decision making or explain decisions.	Patronise the children or ignore or dismiss their ideas.
Put yourself in the child's place.	Be insensitive to the child's need and feelings.
Use a quiet, calm voice.	Shout, use verbal threats.
Distance the child from the fault.	Make the child feel isolated or rejected because of his/her behaviour.
Be a good role model.	Expect more from children than they are capable of giving.

Appendix 2: The House System

Our school has been divided into four pastoral houses.

All of the children and staff members belong to one of the four houses.

Children compete for their house team, throughout the year, in various competitions including Cross Country and Sports Day.