

Newton Primary School



Behaviour policy

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Newton Primary School

Behaviour Management Policy

1. Introduction

At Newton Primary School, we promote high standards of behaviour through clear expectations, consistent routines, and a caring, inclusive environment. We believe children thrive when:

- Their feelings are understood, validated and supported.
- Expectations are predictable and taught explicitly.
- They are guided to take responsibility for their actions using positive, calm and supportive language.

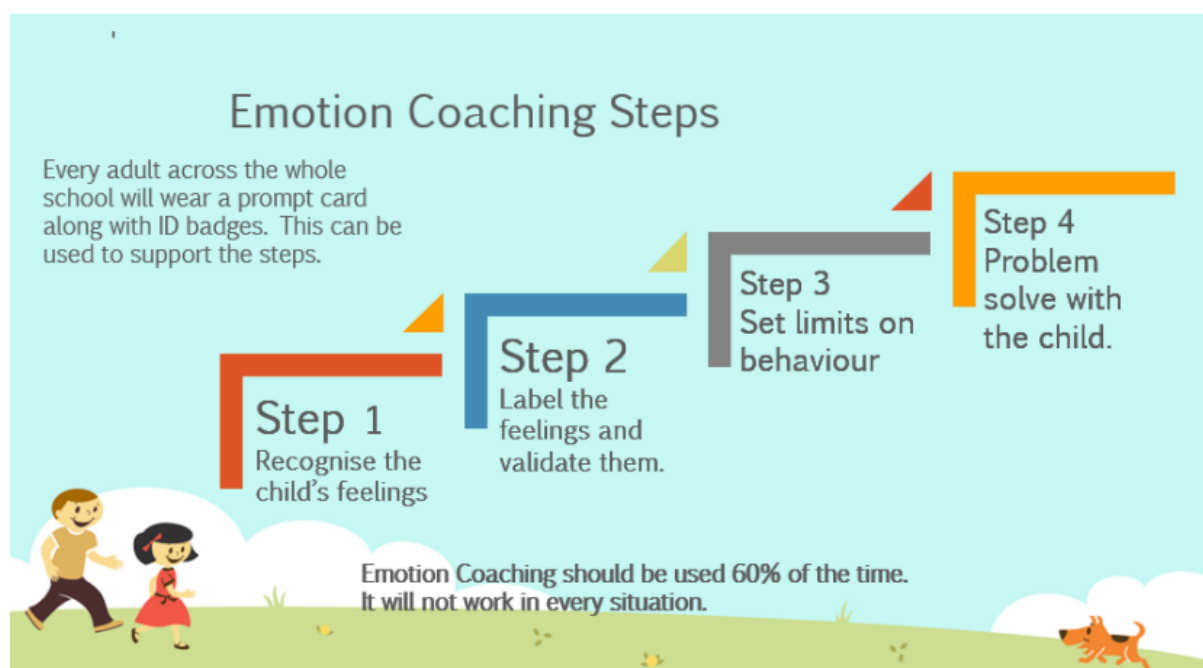
As a small village school, we pride ourselves on our warm, family atmosphere. Positive behaviour enables every child to flourish academically, socially and emotionally. Our approach fosters a school culture where children feel safe, valued and empowered to *Be the Best They Can Be*.

2. Our Aims

We aim to:

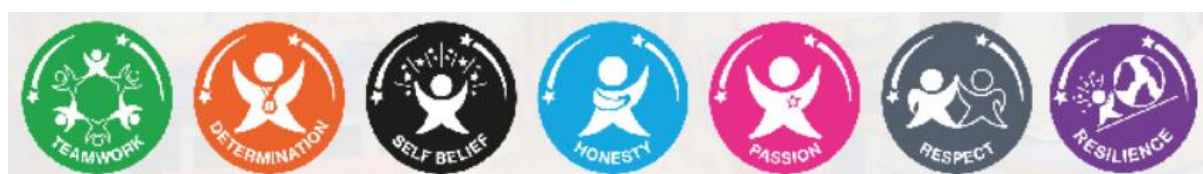
- Promote a calm, purposeful and happy environment.
- Support children in recognising emotions, understanding triggers and developing self-regulation skills.
- Build resilience, confidence and self-esteem.
- Ensure all children feel safe, respected and protected from bullying or discrimination.
- Celebrate effort, kindness and personal growth.
- Maintain a consistent whole-school approach strengthened through partnership with parents.

We recognise that behaviour is often a communication of emotional need, and we use emotion coaching and restorative practice to support children effectively.



3. Newton Primary School Core Values

Our seven core values guide expectations and behaviour:



These values are taught through assemblies, PSHE, restorative discussions and daily routines. Staff regularly encourage value-based reflection, helping children understand *why* their choices matter.

4. Trauma-Informed Practice

At Newton Primary School, we are committed to a trauma-informed approach to behaviour. All staff receive ongoing training to develop their understanding of how adverse childhood experiences, attachment needs and emotional regulation can impact behaviour. We recognise that for some children, behaviour is a form of communication shaped by experiences beyond their control.

As a result, while our Behaviour Policy provides a clear and consistent framework, we understand that it may need to be adapted for individual pupils. We respond to this by using our skilled staff team effectively, providing appropriate support, and working closely in partnership with families. Through this relational approach, we aim to

understand the underlying needs of each child and provide the right support to help them feel safe, regulated and ready to learn.

5. Roles and Responsibilities

All Staff Will:

- Model the school's core values.
- Provide calm, consistent boundaries.
- Use the Chance, Choice, Consequence approach consistently, ensuring children are given a chance to regulate, a clear choice, and a fair consequence if needed.
- Use positive, non-confrontational language.
- Apply emotion coaching:
 1. Notice the emotion
 2. Validate the feeling
 3. Set appropriate limits
 4. Problem-solve together
- Use restorative approaches to rebuild relationships.
- Support self-regulation through tools such as breathing strategies, sensory resources and calm spaces.

All staff are trained in positive language, restorative practice and emotionally informed approaches.

Children Will:

- Try to follow the school's values.
- Understand and reflect on their behaviour.
- Be supported to understand that their choices have consequences and that they can make things right.
- Use strategies to help regulate their emotions.
- Take part in restorative conversations when needed.

Parents and Carers Will:

- Support the school's values and expectations.

- Encourage emotional expression, independence and resilience.
 - Communicate openly and respectfully with school.
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6. Positive Behaviour Strategies

Positive behaviour is built through relationships, consistency and emotional safety.

Creating a Positive Climate

- Warm greetings each morning strengthen belonging and connection.
- Classrooms are calm, organised and purposeful.
- Adults model the respectful behaviours we expect from children.

Praise and Positive Language

- Praise is specific, genuine and linked to values.
- Correction is calm, private and supportive.
- Children are guided using the *language of choice*, such as:
 - “You can choose to...”
 - “Let’s try that again together.”
 - “I can see you’re finding this tricky — I’m here to help.”

Chance, Choice, Consequence

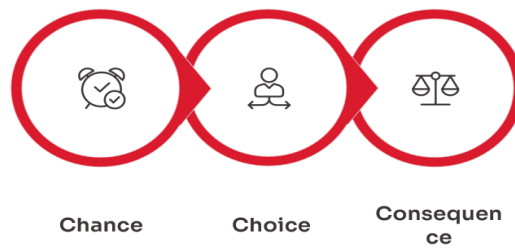
We use a consistent Chance, Choice, Consequence approach, influenced by Alun Ebenezer, to help children understand that behaviour involves choices and that choices have outcomes. This sits alongside our trauma-informed, emotion coaching and restorative approach: adults first seek to understand and support the child, while also maintaining clear boundaries so that everyone can feel safe and learn.

Chance – the child is given a calm reminder, an opportunity to regulate and a clear chance to return to the expected behaviour.

Choice – the adult names the behaviour and offers a clear, positive choice using respectful language, for example, ‘You can choose to...’ or ‘The choice is yours.’

Consequence – if the child continues to make an unsafe or inappropriate choice, a fair, proportionate and logical consequence will follow. This is never used to shame the child; it is used to support reflection, repair and learning for next time.

Staff use this approach calmly, privately where possible, and always with the intention of preserving relationships and offering the child a fresh start.



Rewards

Class Dojo:

Dojo points recognise effort, teamwork, resilience and positive choices. Classes also work towards shared goals to promote collaboration.

Positive Notes Home:

Celebrations are shared via Seesaw, Tapestry or written notes and highlight kindness, effort and value-driven behaviour.

Celebration Assembly:

Each Monday we celebrate:

- *Star Award* — academic achievement or effort
- *Special Award* — modelling core values
- *Dojo Medal* — weekly winner in each class
- *Lunchtime Certificate* — recognised by midday staff

7. Consequences and Accountability

Our approach is based on the belief that children make better choices when they feel safe, respected and understood. Consequences are supportive, not punitive. They:

Within this approach, staff use Chance, Choice, Consequence language to make expectations explicit. Children are given a chance to correct their behaviour, supported to make a positive choice, and helped to understand the consequence if they choose not to do so. This ensures accountability remains calm, predictable and restorative.

- Separate the behaviour from the child
- Support reflection rather than blame
- Are fair, proportionate and consistent
- Are followed by restorative discussions

- Help children learn strategies for next time

Children are always offered a fresh start.

Behaviour Monitoring

Where helpful, a short-term report may be used to provide structure and highlight progress. These are:

- Reviewed daily
 - Shared with parents
 - Time-limited (usually up to 3 weeks)
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8. Suspensions and Exclusions

We aim to keep children learning safely in their classroom wherever possible. However, if behaviour presents significant risk, further intervention may be required. Suspensions or exclusions are *always a last resort* and only used to protect the safety of the child and others.

Serious Incidents May Include:

- Violence or dangerous behaviour
- Leaving the classroom or school grounds without permission
- Climbing or damaging property
- Racist, homophobic or discriminatory language
- Fighting or aggression

Immediate Actions:

- SLT informed
- Risk Assessment / Behaviour Plan followed or created
- Incident recorded on *My Concern* with appropriate documentation
- Parents contacted
- Positive Behaviour Support Plan implemented or updated

Possible Consequences:

- Temporary supervised learning away from class
- Adjusted break or lunchtime with additional support

- Meeting with parents/carers
- External agency involvement
- Short-term suspension
- Part-time timetable
- Permanent exclusion (in the most serious circumstances only)

Restorative Repair

A calm, supportive conversation takes place when the child is ready to return:

- “Let’s talk about what happened so we can move forward.”
- “I know you can make a better choice next time.”

9. Assessment, Monitoring and Record Keeping

- Behaviour is recorded on My Concern and reviewed regularly.
- DSLs monitor patterns monthly.
- Behaviour Plans and Risk Assessments are used where additional support is needed.
- Relational plans are put in place for children with suspected trauma.
- Staff are kept updated to ensure consistency.
- Bullying incidents are monitored in line with our Anti-Bullying Policy.

10. Equal Opportunities and SEND

We treat every child fairly and with dignity. We understand that behaviour is influenced by:

- Individual needs
- SEND
- Trauma or life experiences
- Emotional development

We make reasonable adjustments to ensure all children can succeed within our expectations.

11. Health and Safety

In rare circumstances where behaviour becomes unsafe:

- Physical intervention is only used to prevent immediate danger.
- All actions follow legal guidance and **our Physical Intervention Policy.**
- Children may be supported to calm in a quiet space with an adult.
- If necessary, the class may be temporarily evacuated.
- Risk Assessments guide decisions and are updated as needed.

12. Exceptional Circumstances

In rare cases, behaviour may present significant concern, including:

- Risk of harm to others (e.g. physical assault)
- Bullying
- Racist abuse
- Sexual misconduct
- Risk of harm to self
- Serious or repeated damage to property
- Persistent or significant breaches of the Behaviour Policy

In these circumstances, we will work closely with children and their families to understand and address the underlying needs driving the behaviour. In line with our trauma-informed approach, we aim to avoid exclusions wherever possible, as these can be incompatible with meeting children's needs effectively.

Instead, we prioritise early identification of need, restorative conversations, and support from a trusted adult to help the child reflect on triggers, thoughts and feelings, and to identify strategies for the future.

Where a child is at risk of exclusion, a Behaviour Support Plan will be developed in partnership with parents and, where appropriate, external professionals. This will include clear targets, supportive strategies and regular review.

However, this policy recognises that in exceptional circumstances, a Fixed Term or Permanent Exclusion may be necessary. In such cases, we will:

- Maintain regular contact with the child and family

- Provide appropriate work and support during any period away from school
- Use restorative approaches to support reintegration
- Focus on repairing relationships and ensuring a successful return to school

Our overarching aim is always to support children to remain in mainstream education, where this is in their best interests, and to help every child succeed within a safe, supportive and respectful environment.

13. Staff Wellbeing

We recognise that serious incidents can be distressing. Staff are supported through:

- Debrief sessions
- Regular SLT check-ins
- External referrals where needed

14. Parental Involvement and responsibilities

We value the strong partnership between school and home and recognise that this is essential in supporting positive behaviour.

All parents and carers have a responsibility to:

- Support the school's Behaviour Policy
- Ensure their child's regular attendance and punctuality
- Work together with the school
- Communicate with the school any information which may affect their child's time at school
- Show courtesy and respect to all members of the school community
- Be positive role models for their children
- Use a restorative approach when discussing their child's behaviour at school

15. Use of Outside Agencies

Where additional expertise is required, we work with:

- Inclusion Services
- Educational Psychologists
- School Nursing / Health services
- CAMHS
- Starting Point
- Other appropriate specialists

These agencies help us build a holistic support plan for each child.

16. Conclusion

At Newton Primary School, positive behaviour is built on relationships, emotional understanding and mutual respect. Through emotion coaching, positive language and restorative practice, we create a community where children learn to manage their emotions, make thoughtful choices and truly ***Be the Best They Can Be.***

CLASSROOM BEHAVIOUR LADDER

REWARDS



Visit to Mrs Hughes

Certificates or medals in assembly

Notes sent home

Dojos/stickers

Verbal praise



**START OF THE MORNING /
START OF THE AFTERNOON**

Everybody starts here

CONSEQUENCES



Non verbal warning

1st Warning

2nd Warning

Time in another class

Reflection at break time

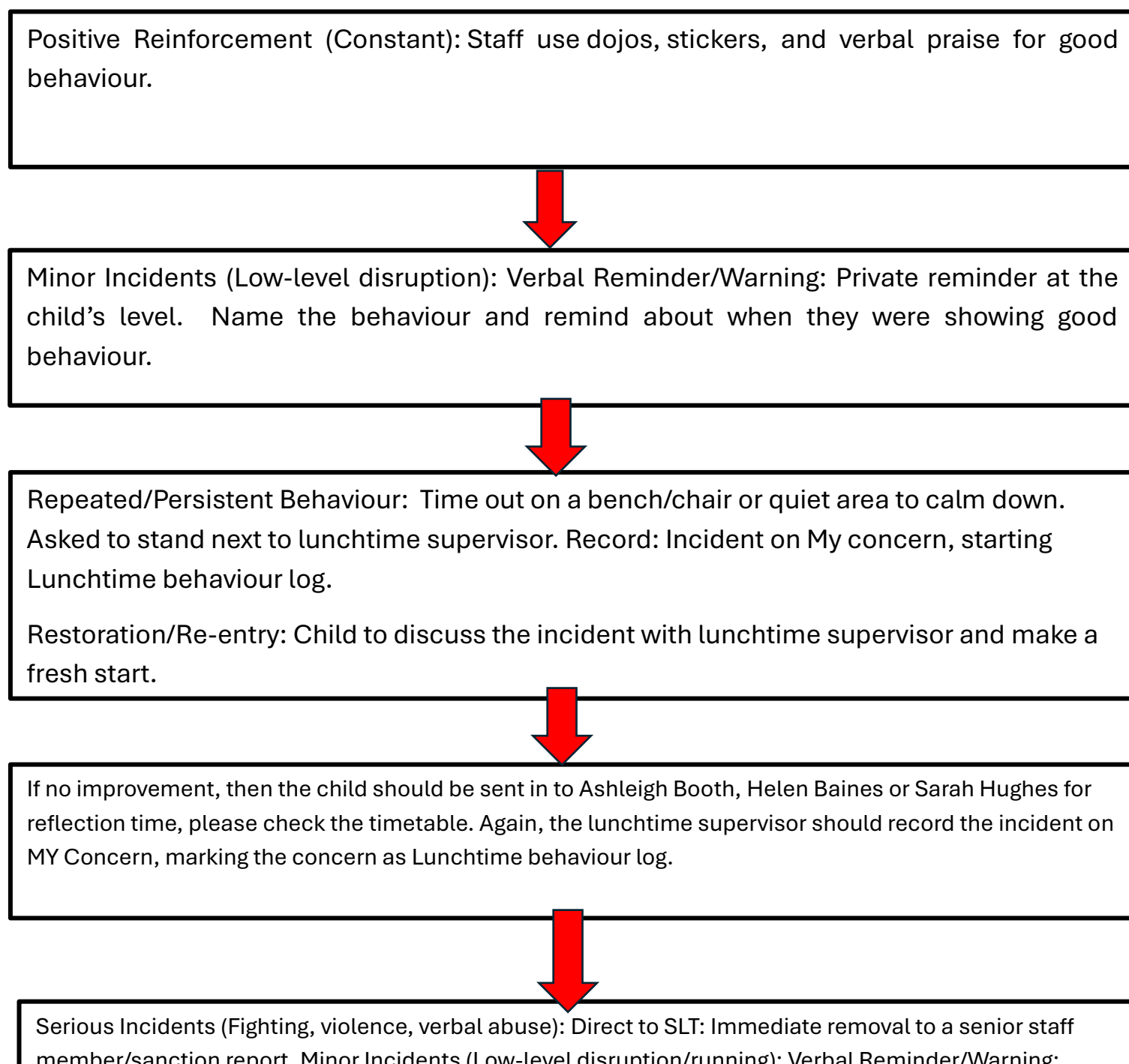
Reflection with senior leaders

Behaviour	Action
Level 1 - Talking, distracting others. - Slow to complete work. - Arguing with peers, shouting out	Non-Verbal A look, standing near the child. Verbal Positive praise of children nearby, reminder of class rules.
Level 2 - Continual talking. - Refusal to follow instructions. - Playground- rough play	Verbal Warning of time out within the classroom. Remind children when they did something well.
Level 3 - Rudeness to staff - Throwing small equipment. - Disruption to learning - Continuous rough play - Continuous refusal to follow instructions.	Time out in another class ‘ Name ’ you have continued to (action), you now need to think about making the right choice desired behaviour in time out e.g. Praise another child with desired behaviour. Own table away from others Parents informed. Record on My Concern as behaviour log if in school and Lunchtime Behaviour log if during lunchtime play,
Level 4 - Swearing directly at an adult - Refusal to come in from playtime/lunchtime. - Leaving the classroom - Rough play leading to harm	Sent to Head teacher/Deputy head teacher ‘ Name ’ you need to go to time out with >>>>>for action . Then you need to (Desired behaviour). If you continue to do action then you will... 2 or more Level 4 incidents in a week result in Level 5 sanctions being implemented. Class teacher to call parents Record on My Concern
Level 5 - Continuation of level 2- 3 offences. 2 of more Level 4 incidents with a week. - Deliberate violence towards a child in the classroom. - Racist incidents	Sent to Head teacher/Deputy head teacher Possible sanctions: Missed playtime. Lunch to be eaten in isolation with SLT member. Time out in isolation for AM/PM Letter and/or phone call home Meeting with parents/ carers Repeated Level 5 Lunchtime and playtimes in isolation with SLT Record on My Concern

Level 6 - Physical violence towards pupils and/or staff - Leaving the school grounds - Climbing on school property	Sent to the Head teacher/Deputy Head teacher The head will then decide possible sanction: Internal suspension Lunchtime suspension Letter and/or phone call home Meeting with parents/ carers Fixed term suspension Record on My Concern
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Lunchtime Behaviour Flow Chart

This flow chart enables lunchtime supervisors to act consistently with school-wide policies.



Appendix 3

30 Second Script	Restorative Questions
'I notice you are...' 'You are not showing our school value...' 'You have chosen to...' This is your chance to make a different choice. If you choose to continue, the consequence will be... 'Do you remember when you...(positive remark)' (If child responds) 'Great choice, this is who I need to see today, thank you.'	1. What has happened? 2. What/How were you feeling at the time? 3. What were you thinking at the time? 4. How do you think this made.... feel? 5. Who has been affected by this? 6. What do you think caused this? 7. How can we put things right? 8. If this happens again, how could we do things differently?

At Newton Primary School our ethos of 'Be the best you can be' underpins everything we do. We believe in building strong relationships and using restorative approaches to guide children through their learning experiences.

Every adult will:

Meet and Greet on arrival
 Promote positive behaviour and respect
 Praise in public and remind quietly.
 Model our school values
 Listen

How we recognise our children:

Whole class rewards
 Dojo points
 Certificates
 Stickers
 Verbal praise
 SLT praise
 Notes home

Our Ethos:

Be the best you can be.

Do the right thing even when nobody is looking!



*Be the best
 you can be*

Above and Beyond:

Children who exceed our school values and ethos within the classroom and around the school.

Children who model wonderful effort, always striving to improve and succeed.

Promote Relentless Routines:

- Fantastic Walking
- Legendary lines
- (Give me 5)
- Eyes watching
- Ears listening
- Hand in your own space
- Sitting comfortably
- Volume down/off

Classroom Plan

1. Reminder
2. Last chance
3. 30 second script
4. Time out
5. Restorative Conversation

30 second Scripted conversation:

"I notice you are..."
 "You are not showing our Newton value when...."
 "You have chosen to..."
 "Do you remember when you...?" (positive remark)
 (If child responds)
 "Great choice, this is who we need to see toady, thank you."

Restorative Conversation:

1. What has happened?
2. What/ how were you feeling at the time?
3. How do you think this made Feel at the time?
4. Who has been affected by this?
5. What do you think caused this?
6. How can we put things right?
7. If this happens again, how can we do things differently?

