

**Newhampton Church of England
Schools Federation**

Behaviour Policy

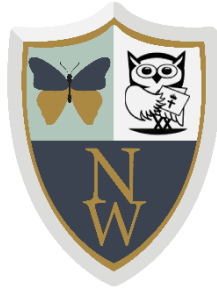
Newtown Church of England Primary School

&

Welshampton Church of England Primary School

Agreed by the FGB Spring 2024

Review by Spring 2026



Values and Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine”

Matthew 5:16

‘Let your light shine’ encapsulates the school’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

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Section 1 -Introduction

Newhampton Church of England Schools Federation is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is fundamental to our vision within our school community 'Growing together in strength, love and wisdom, we shine'. Our behaviour policy guides staff to teach self-discipline, not blind compliance, through our core Christian values of **Strength, Love and Wisdom**. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This document is a statement of the aims and strategies for ensuring positive behaviour within the school. An effective Behaviour Policy is one that seeks to lead children towards high self-esteem, self-discipline and, ultimately, self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

Core Principles

The core principles of behaviour at Newhampton Church of England Schools Federation are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- **Consistency – in order for Behaviour Policy to be successful, everyone in the school community must be 'on board' and acting consistently.**

The fair and consistent implementation of this policy is the responsibility of all staff.

Aims

We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone
- To have a clearly structured policy that is applied throughout the school in a consistent manner
- To deal with inappropriate behaviour quickly and efficiently
- To keep parents well informed about the behaviour of pupils
- To foster an atmosphere of mutual support with the implementation of the behaviour policy

Expectations (all stakeholders)

At Newhampton Church of England Schools Federation we:

- as adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- strive to make positive relationships with each other
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- reward good behaviour.
- provide encouragement and stimulation to all pupils.
- treat all children fairly and apply this policy in a consistent way.
- ensure that children are aware of school policy and systems and that each class has its own class charter.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Five Pillars of practice:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Section 2

Charter of Rights and Responsibilities

The existing code of conduct was reviewed with pupils and staff and has been adapted as follows:

We all have the ***right***:

1. To receive a good and enjoyable education, which is broad and balanced.
2. To be provided with a safe and secure classroom environment.
3. To be listened to and to have opportunities to express opinions.
4. To good quality resources.
5. To teachers and adults who are caring and fair.
6. To have fun and enjoy our time in school.
7. To friendships and to work cooperatively with others.

We all have the ***responsibility***:

1. To work and learn to our full potential by always doing our best.
2. To look after our classroom, class resources and school environment.
3. To ask for permission before using or touching the belongings of others.
4. To listen to and to respect the opinions of others.
5. To be respectful and helpful to all adults.
6. To behave in a sensible and mature way at all times.
7. To look after each other.

Each class in school has the same set of rules: **Be Ready. Be Respectful. Be Safe**

All behaviour in school is underpinned by these three school rules.

Rewards

We will reward positive behaviour through:

Praise

Actively looking for positive behaviour - being effusive in praising those pupils who are behaving well, rather than focusing on the negative.

Stickers and praise stamps etc may be given to reinforce positive behaviour.

Children may be sent to other members of staff for praise.

Headteacher's Praise – given to reward effort, achievement and attainment. Praise will be given and a Headteacher sticker may be awarded

Certificates of Achievement

A weekly award given by the class teacher, with the contribution of the class, and presented during Celebration Worship. The children's names will be recorded in the weekly school newsletter. Class teachers may give out additional class awards.

Above and Beyond

Children who go above and beyond what is expected of them are rewarded in special ways, through positive notes (Pozy notes), phone calls home or post cards home. We also have a weekly 'Hot Chocolate with the Headteacher', an event in which children are nominated to meet with the headteacher to reward their excellent behaviour. Our approach to these reward is based upon 'now that...' as opposed to 'if... then...' in order to encourage creative and self-regulating behaviour.

Section 3

All staff should follow the guidelines contained in the behaviour and discipline matrix.

In every incident the unacceptable behaviour will be explained to the pupil and they will have the opportunity to explain their actions.

***adults will follow responses as far as is deemed appropriate.**

Section 4 – Implementation of the policy and additional information

How the policy will be implemented in our school

Behaviour will be a key part of the SDP and will be implemented through:

Classroom Behaviour Matrix	
Level 1 – Minor Inappropriate Behaviours (Only recorded on CPOMS if parent is informed)	
Behaviour may include	Adult responses may include (class):*
Interrupting others Spoiling the games of others Avoiding work/ wasting time Being noisy/ excessive talking Running inside school Play fighting/ rough play Hindering other pupils Cheekiness Disruption of learning Teasing	Appropriate body language / Praise someone displaying appropriate behaviour ↓ First warning ↓ Second warning ↓ Parents informed ↓ Involvement of SLT if behaviour persists Potential use of individual behaviour system
Level 2 – Major Inappropriate Behaviours Always reported to class teachers and only recorded on CPOMS if parent is informed..	
Behaviour may include	Adult responses may include (class):*
Rudeness to / Arguing Lying Refusal to follow adult instruction Inappropriate name calling Inappropriate physical contact <i>(i.e. kicking, hitting, pushing)</i> Swearing	Discussion with class teacher ↓ Parents informed ↓ Involvement of SLT ↓ Regular incidents will lead to class teacher meeting with parents. Potential use of individual behaviour system
Level 3 – Serious Unacceptable Behaviours Always recorded on CPOMS. Parent always informed.	
Behaviour may include	Adult responses may include (class):*
Vandalism Dangerous refusal to follow instructions Bullying Theft Fighting Severe inappropriate physical contact Inappropriate sexual contact Verbal abuse of staff Threatening behaviour	Involvement of Senior Teacher ↓ Parents contacted ↓ Involvement of other agencies ↓ Suspension (Repeated incidents could lead to exclusion)
Level 4 – Severe Incidents Always recorded on CPOMS. Parents always informed.	
Behaviour may include	Adult responses may include (class):*
Racial/Homophobic abuse Physical fighting <i>(where an adult has to physically intervene for the safety of the children)</i> Physical abuse of staff Severe threatening behaviour	Involvement of SLT ↓ Parents contacted by SLT ↓ Involvement of Headteacher ↓ Possible pupil planning meeting ↓ Suspension (Repeated incidents could lead to exclusion)

- the involvement of all children and staff
- governor involvement
- parental involvement
- time scale [reviewed annually]
- cost implications
- staffing implications
- CPD
- when the policy will be reviewed and updated and how.

Transparency with Children

The school acknowledges that children may not always understand the consequence of poor behaviour as immediate consequences may not always be evident. The school will be completely transparent with the children regarding the management of behaviour and consequences for poor behaviour to allay concerns that ‘nothing is done’. Due to the shift in approach to behaviour management, it is important that children understand what the boundaries are and the consequences of not adhering to them. The school will share this information as is age appropriate.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Staff will never use involvement of other staff or SLT as a threat. Pupils will – only on very rare occasions - be sent to another teacher / SLT as punishment.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support others in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the site, particularly at times of mass movement.

Individual Needs

Staff acknowledge that one size, doesn't always fit all. On rare occasions, some children may persistently display disruptive behaviours and may need a more defined and structured approach to improving their behaviour. Staff should be sensitive to any changes in the child's circumstances which may have resulted in unacceptable behaviour patterns.

The school will use discretion as to how certain procedures are followed, dependant on a child's individual needs and circumstances. In particular circumstances, there will be different rules for different children.

Safeguarding procedures will be put into effect immediately if it is felt that there are any serious concerns relating to the child's life outside of school which may affect his / her behaviour adversely.

Children's views

The rewards and consequences were compiled using ideas from staff and children. The children's views are central to the success of this policy and will continue to be taken into account through meetings of the School Parliament. The Headteacher will also provide a suggestion box, which will be addressed on a regular basis.

Supporting Victims of Unacceptable Behaviour

The school acknowledges that when unacceptable behaviour does occur, other children may be negatively impacted. It is the responsibility of classroom staff to ensure that these children are supported following any such incident. This may be through conversation, time out at the request of the child, communication from school staff with parents or any other appropriate measure.

Inclusion

At Newhampton Church of England Schools Federation we would expect that all children, regardless of age, gender, background, ethnicity or ability, would participate and be made full aware of the aims of this policy and its outcomes. All children will receive parity in respect of rewards and consequences

Racist/LGBT discrimination

Racist incidents are defined, by school, as those in which the racial characteristics of a person are used to discriminate and or/cause offence to an individual.

Homophobic incidents are defined as those in which actual or perceived sexuality of a person is used to discriminate and/or cause offence to an individual.

In any case of a suspect racist incident, SLT will consider context, the age of the children involved and any other contributory factors before taking appropriate action.

Internal Exclusion

Internal exclusion (playtime/lunchtime/lesson time) will only be used when it is deemed appropriate by school leadership. This will be when leadership feel it is in the interest of the safety of the child in question or others, or when more time is needed to establish the facts surrounding an incident. Parents will always be informed when an internal exclusion is taking place. Should the sanction of missing a play / lunchtime be implemented, a child be absent, this sanction will be still be completed upon their return.

Suspension

Suspension is fixed term. The decision to suspend will be at the discretion of the headteacher. This may take the form of a lunchtime suspension, requiring the removal of the child from the premises during lunchtime and will be for a specified number of sessions. Suspension may also take the form of being away from school for a fixed number of days. Parents are informed of these decisions by phone, when possible, and will receive written confirmation of the suspension period within twenty-four hours of a decision.

Exclusion

Exclusion is permanent. The decision to exclude will only be made if, in the opinion of the headteacher, and after consultation with School's Governing Body and LA, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

Exclusion of a pupil will **only occur as a last resort** when all efforts have been made by the school involving the child and his/her parents in an effort to improve the child's behaviour. This will be avoided if at all possible as Newhampton Church of England Schools Federation acknowledge that to exclude a pupil from primary school may well have a negative impact on that pupil far beyond primary school.

Wraparound Care

The school does not have a legal responsibility to provide provision for children outside of the normal school day. The school reserves the right to withdraw the offer of a place in before and/or after-school club. This decision could be taken in circumstances, including but not limited to, unacceptable behaviour resulting in distress or disruption to adults or on the grounds of safety for adults, children or themselves. The decision to withdraw the offer will be at the discretion of the headteacher. Parents will be informed by phone and a written outcome will be sent within 10 days of the assessment taking place.

Alternatives to Exclusion

Restorative conference

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include a senior leader, teacher, learner, learner advocate (if requested), parent/guardian and a governor representative. The

meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.

- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner or parents refuses to attend or engage with the Restorative Conference then further action will be considered.

Impact of Mobile Phones on Behaviour

Pupils should not use mobile phones within the school grounds and should not bring in mobile phones (or any other form of recording device) to school, except in exceptional circumstances about which the school has been informed (e.g. children walking to school unaccompanied by parents). In such circumstances, the child's phone must be kept in the school office until they go home. Children are not permitted to bring mobile phones on school trips. See Mobile Phone policy for further info.

Physical Intervention

It is currently very unusual for school staff at Newhampton Church of England Schools Federation to make use of physical intervention. The school works in line with the DfE guidance published in 2012 on 'Use of Reasonable Force'.

Key elements are stated here and are agreed school policy:

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

All schools have their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Staff training

If a particular child is identified as requiring reasonable force on a regular basis the staff involved will undertake specialist training.

Success Criteria

- Code of Conduct / School Charter is in place
- Parents are informed of the Behaviour Policy, school rules, rewards and consequences
- **All staff** are using the rewards and consequences consistently and appropriately
- Less time is spent addressing inappropriate behaviour and **more in praising and promoting positive behaviours** – staff will ‘look for the good’.
- Staff feel more confident to address behaviour issues
- More effective teaching and learning is taking place
- A more positive working atmosphere is established

Appendices

Behaviour Improvement Support Plan

As a school we have high standards in all areas, and behaviour is a significant part of our values-based approach to school life. A small minority of children may not be willing or able to comply with school’s values-based approach to managing behaviour. For these children, it may be necessary to devise a **Behaviour Improvement Support Plan**.

The concept of support plan is important – we want to support the child towards behaving in a more appropriate, acceptable and self-regulated way. In designing a plan, the following will need to be considered:

1. The purpose of any Behaviour Improvement Support Plan should be to help the pupil to take responsibility for his/her own behaviour and to teach him/her how to make appropriate choices.
2. A multi-disciplinary approach is recommended, one that includes the teacher(s), support staff, senior leaders, parent(s) and the pupil in the process. It will be more difficult to succeed with a Behaviour Improvement Support Plan if the parent and/or pupil are not willing participants.

There are a number of steps to be taken if a Behaviour Improvement Support Plan is needed. These are the steps that we take:

1. **Identify and monitor behaviours:** make a record of all inappropriate behaviours being exhibited by a child (listed in class behaviour books / CPOMS, as stated in Behaviour Policy).
2. **Keep an individual chronology:** if inappropriate behaviours persist, document each time behaviour occurs in an individual chronology. The purpose of this is to get a precise baseline record of behaviour. In this process, we follow an ABC method of recording (antecedent, behaviour, consequence). Parents and the children will be informed that a record is being kept, as this in itself may act as a deterrent.
3. **Analyse Information Gathered:** once the recording phase is completed (at least one week), an analysis of the information may be able to answer the following questions: What does this tell me (patterns, triggers etc)? What can I do about it?
4. **Implement Intervention Strategy:** at this point a plan may be deemed to be necessary and parent(s) will be invited into school to meet with the class teacher.

If a Behaviour Improvement Support Plan is deemed to be necessary then the following will be put into place:

- Initial meeting to design and establish plan
- Weekly meetings between parent, child and teacher in school to review plan and necessary action. Weekly meetings will continue until a plan is deemed not to be necessary.
- Any child receiving support through an Individual Behaviour Support Plan will need permission and authorisation from senior leadership for extra-curricular events (trips, sports events, clubs etc).

If progress being made is unsatisfactory then:

- senior leaders (deputy headteacher and headteacher) will be involved in review meetings and the frequency of meetings may be increased.
- The LA inclusion team will become involved
- Further assessments may be undertaken
- If lack of progress is deemed to be due to lack of parental engagement, then Early Help processes will be offered.

CPOMS Record

To be completed for all Level 2, Level 3 (Major) and Level 4 (Severe) incidents of inappropriate/unacceptable behaviour. Include:

- Pupil concerned
- Nature of incident
- What was the environment?
- What was the pupil doing?
- Who else was present?
- How was the pupil's mood? Based on what evidence?
- What happened? *A description of exact behaviours of the child. Be specific, detailed and objective in recording what was seen and heard.*
- How did you respond?
- How did the child respond to your reaction?
- Did anyone else react to the behaviour (pupil or adult)?
- What was the consequence given for the behaviour?
- Does any further action need to be taken?