



NEWHALL
PRIMARY ACADEMY

Newhall Primary Academy and Nursery

Integrity, Commitment, Kindness

Positive Behaviour Management Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	
Other related policies:	Anti-Bullying, Equality, Child Protection, SEND, Attendance, Exclusion
Policy model:	Newhall
Review:	September 2026
Version number:	8
Linked policies:	e-safety, safeguarding

Introduction

At Newhall we have the very highest expectations of behaviour. We have a consistent set of core principles and rules based on the school core values of Integrity, Kindness and Commitment. Children work towards achieving the highest standard each day both individually and as part of a team.

Everyone at Newhall has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment, whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

The academy firmly believes in the power of intrinsic motivation in children and uses this as the main approach to pupil reward. Rather than extrinsically rewarding children, children are taught from the youngest age that adopting the correct learning behaviour is paramount for themselves.

We will, always, challenge any form of discrimination related to the protected characteristics, and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

Vision

Children at Newhall will feel safe, valued and develop a love of learning.

This will be achieved by:

- Always being truthful, fair and inclusive.
- Respecting, listening to, valuing and recognising the uniqueness and achievement of every member of our academy family.
- Providing outstanding learning and teaching which enables all students, regardless of gender, race, background or ability, to excel academically, emotionally, physically, socially, morally, spiritually and culturally.
- Equipping children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- Raising the aspirations of everyone within our academy community so everyone strives for personal excellence in everything they do.
- Developing learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.

Core Values

- Integrity
- Kindness
- Commitment

Policy Statement

At Newhall we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender, disability and religion, with equal opportunities for all. This advice will be kept under review and updated as necessary.

Aims

The aims of this policy are to:

- Create a calm, purposeful, safe and happy learning environment.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Foster positive, respectful and caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for their own behaviour, leading to increased independence and self-discipline.
- Work in partnership with parents in dealing with any behavioural issues.

Responsibilities:

Senior Leaderships should:

- Report regularly to the Local Governing Board and Trust, providing an overview of behaviour at the school.
- Manage the reporting of incidents related to behaviour within school and analyse relevant data.
- Implement strategies to improve and maintain positive behaviour within school and provide support for staff.

All staff should:

- Model the school values to pupils and each other, treating all members of the school community with respect.
- Teach and model the school's behaviour curriculum to ensure that we are providing our children with the knowledge of what good, pro-social behaviour looks like.
- Follow the school systems and policies consistently.
- Focus on good behaviour and positive reinforcement to raise self-esteem, acknowledging and giving praise for good behaviour and achievements.
- Create a positive, purposeful and safe working atmosphere in the classroom, ensuring that each child is appropriately challenged with their learning.
- Work in partnership with parents in dealing with any behavioural issue.
- Work closely with Senior Leadership and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.
- All staff should be clear as to the school policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
 - sexual violence, such as rape, assault by penetration and sexual assault.
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.

Commented [CS1]: New addition

Parents should:

- Ensure that if their child attends school, arrives punctually and in appropriate uniform.
- Support the school's policy and systems to promote high standards of behaviour at school and at home.
- Model the school values to all members of the community.

Pupils should:

- Demonstrate the school values.
- Follow class and school code of conduct.
- Strive to manage their own behaviour, making appropriate choices, which allow children around them to learn in a calm, safe environment.

Newhall Academy Positive Behaviour Management Strategy

At Newhall Primary Academy, we have a positive behaviour system that is rooted in our school values; integrity, kindness and commitment. The language of these values informs the daily dialogue between pupils and staff. The pupils love our rewards system and respect the fairness and need for sanctions. They understand that learning in school is of the utmost importance and that good behaviour helps everyone learn.

Values Based Behaviour System

At the beginning of each new school year each class agrees, with the support and guidance of the class teacher, a class code of conduct which links to each of our school values.

By agreeing a code of conduct with the class, the pupils are given ownership of it, and it becomes more meaningful to them. The code of conduct is then displayed in the classroom along with the bronze, silver and gold class achievement display.

Values Based Behaviour System

Dojos

We use Class Dojo to award points for demonstration of the values. When children achieve the following **individual** totals, they will go to see SLT to receive a bronze sticker for their personal award chart, Mrs Smart will present their bronze award, Mrs O'Neill will present their silver award and Mr Duffy will present their gold award. The children will be presented with these when they (individually) have achieved the following dojo points:

Bronze = 50

Silver = 100

Gold = 200

Diamond = top Dojo point earner in each class throughout the year (awarded in the final celebration assembly of the academic year).

Personal Award Charts must be displayed clearly in the classroom under the colour targets. When all children in the class have achieved their 'bronze' award, a class treat will be earned. The same will happen for all children achieving their silver award and then their gold award. Children should be encouraged to celebrate those who have achieved their personal awards and support and encourage those that have not yet, to continue making good choices and

follow the school values. It is a collaborative effort to achieve class rewards.

Merits

Behaviour that is deemed 'exceptional' i.e. actions that go above and beyond the daily expectations can be rewarded with a 'merit'. All staff have access to these merits (teachers, support staff, office staff, catering staff, site staff etc). The child will write their name on the merit and place it in a special box near their bronze, silver and gold award charts. During the end of week celebration assembly, all the boxes will be poured into one larger box and one single merit will be drawn from the box. The child this merit belongs to will be allowed to pick a special prize from a prize box.

Challenging Behaviour

Children who are displaying behaviour in class which needs to be changed will follow the procedure below. There will be **no** visual reprimands within the classroom e.g. sad faces, names on clouds etc. We believe in compassion and kindness instead of blame and shame. We are teaching our children to know how to display pro-social behaviour. This will not be achieved by blame and shame.

Commented [CS2]: Removed 'time out' from the vocabulary entirely, replacing with 'reset' and 'SLT support'.

Stage 1 Unexpected behaviour - verbal request to change behaviour (with necessary models on how to do this). Quickly praise a change in behaviour.	Stage 2 Continued unexpected behaviour - 'reset', in class, with necessary strategies to help adjust behaviour. Welcome back to group and praise a change in behaviour immediately. If children do continue to display unexpected behaviour and reach Stage Two or beyond, this will be recorded on CPOMS using the behaviour category.	Stage 3 Further unexpected behaviour - 'reset', in partner class, with necessary strategies to help adjust behaviour. Welcome back to group and praise a change in behaviour immediately. A conversation with parents must be had at the end of the day to discuss further ways to support the child.	Stage 4 Persistent unexpected behaviour - support from SLT (Family Liaison Officer, AHT/DHT before HT), phone call home to parents from class teacher. SLT to decide whether the child returns to class or not. If not, a reintegration plan will need to be made with parents.	Stage 5 Within a half term, if a parent has to be spoken to (i.e. stage 3 onwards) 5 times, a conversation with the Behaviour Lead will be had to establish whether that child will be placed 'on report'.	Stage 6 If a child does not meet the above criteria for coming 'off report' then a Regulation Plan will be written in consultation with parents and teachers and will be reviewed half-termly with parents and teachers. If a child reaches this level, it is likely that the communicating behaviour is linked to a SEND need. Relevant SEND processes will need to be explored alongside a Regulation Plan.
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'Resets' should be short and sharp and absolutely no longer in minutes than the child's age e.g. 5 years old = 5 minutes out maximum.

- EYFS maximum 5 minutes

- KS1 maximum 7 minutes
- LKS2 maximum 9 minutes
- UKS2 maximum 11 minutes

The child should have enough time to reflect on their choices using the reflection prompts and have the space needed to 'reset' without missing crucial learning time.

If the child does not feel regulated and reset after the maximum time for their age or stage, then further exploration into the underlying difficulty needs to be done.

Further information regarding 'report':

If a child is placed on report, this will be for a two-week period. A meeting will be called with parents, and the child if appropriate, to explain that the child will have a small booklet that teachers/LSAs will have to sign at the end of each session, including lunch and break, and at the end of the day using a simple code:

- 1 – no issues/overall great day
- 2 – warnings but changed behaviour
- 3 – warnings but resets/SLT support still required

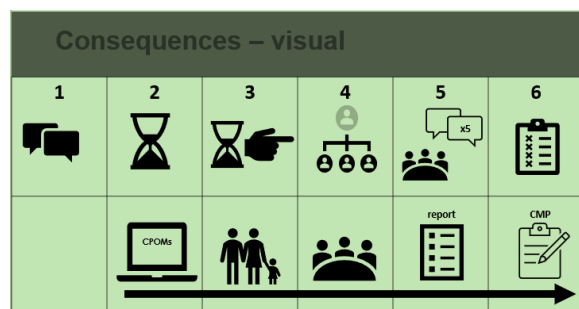
At the end of the two-week period, the child will be able to come off 'report' if they have met the following the overall comment column:

- At least 6 x overall 'great days' (i.e. 6 x code 1s)
- No more than 2 x 'warnings but changed behaviour' (i.e. maximum 2 x code 2s)
- No more than 2 x 'warnings and but resets/SLT support still required' (i.e. maximum 2 x code 3s)

This report card will go home each day with the child and the parent will have to sign to acknowledge the successes and challenges that day.

Consequences

The following visual should be displayed in classrooms so that the process is clear to all:



Reflection Prompts

Any child who requires time to reflect on their behaviour through the use of a 'reset' will be given a stage appropriate restorative reflection prompt to help them order and gather their

thoughts regarding their choices. These are displayed below:

Upper KS2	Lower KS2	Year 2
 Restorative Reflection Prompts • Reflect on what happened and why you are here. • What were the reasons for your behaviour? • Who has been affected by your actions? • How were they affected? • Is there a way to solve your problem? How? • What could you do differently next time? • What would happen if you continued to make these choices? • How can we move forward to prevent this from happening again in the future? • Is there anything I can do to support you? Well done on thinking about how you can change your behaviour.	 Restorative Reflection Prompts • Reflect on what happened and why you are here. • What were you thinking and feeling at the time? • Was that the best way to react? • What could you do instead next time? • What could you do now to help make things right? • How can we prevent this from happening again in the future? • Is there anything I can do to help you? Well done on thinking about how you can change your behaviour.	 Restorative Reflection Prompts • What happened? • What made it happen? • Is there something you are finding tricky? • What might you do differently next time? • How can you make it right? • Do you need any help from me?
Year 1	Reception	
 Restorative Reflection Prompts • What happened? • How were you feeling? • What choice did you make? • What might you do instead next time? • Do you need any help from me?	 Restorative Reflection Prompts • How are you feeling? • What choice did you make? • What choice are you going to try to make next time? • Discuss how with your teacher.	

Rewards

Children will be rewarded for positive behaviour and achievements in a number of ways:

- Praise – this may be given quietly to the child or in front of a group, class or even whole school
- Dojo points – These are awarded for representation of the school values and contribute to the children's personal total for their bronze, silver and gold awards.

- Accumulator rewards - these are achieved when all children in the class reach the bronze, silver and gold awards. There is an additional diamond award for the child in each class who earns the most Dojo points across the academic year.
- Merits - these are awarded for above and beyond demonstration of the values and are placed in a weekly raffle to win a prize. **No Dojo points are attributed to these.**
- Certificates – Star of the week, values award and attendance stars (yellow stars awarded to class for 96% or above attendance and gold stars awarded to classes with 100%, these will be displayed around the classroom door).
- Positive phone calls home to parents may be given
- SLT praise and recognition on X (formally Twitter)/Facebook/Website

Sanctions and Consequences

Children who demonstrate behaviour which creates a barrier to learning and is contrary to our values is managed by our sanctions system (as seen above under the section 'Values Based Behaviour System').

At Newhall we teach prosocial behaviour through:

1. Positive relationships
2. Role-modelling
3. Consistency
4. Scripts and routines
5. Positive phrasing
6. Forward planning
7. Reward and positive reinforcement
8. Feedback and recognition
9. Comfort and forgiveness

All our teaching staff have been trained or are being trained in PATHS (Promoting Alternative Thinking Strategies a Social, Emotional Learning curriculum) and TPP (Trauma Perceptive Practice).

Our values are integrity, commitment and kindness. This means that we expect children to show these values at all times. That being said, children are constantly learning and naturally make mistakes. We are here to teach and guide them through modelling and explicit learning. However, if problems persist, or for more serious incidents including those that involve bullying **or** abusive behaviour*, the Senior Leadership will go through the following stages of intervention:

- 1) Fixed term internal suspension
 - 2) Fixed term external suspension followed by a reintegration 'Back to school meeting' with the child and parents/carers.
 - 3) Pastoral Support Plan meeting- multi agency meeting
 - 4) Positive Referral
- If there is no improvement and other children are being put at risk on a daily basis:
- 5) Permanent exclusion.

*Abusive behaviour refers to a wide range of behaviours and/or incidents. Any behaviour that is

deemed to put a child's mental, physical or emotional wellbeing at risk of harm will not be tolerated. This includes, but is not exclusive to, hitting, kicking, biting, spitting, persistent/targeted name calling, swearing (verbal or gesture), damaging property, threatening (verbal or physical). As a school we will work with the child and their family to understand and support the underlying reasons for these behaviours. Every child has the right to privacy, particularly when navigating challenging circumstances such as those that lead to the behaviours described above. This means that you may not be informed of consequences and support taking place if you do not fall within the child's immediate supportive network.

Commented [CS3]: Felt necessary to add this in but it may raise a few eyebrows, let me know what you think!

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life.

These strategies are over and above the strategies that are used for the majority of pupils and include:

- Individual programmes of rewards and sanctions which are in addition to our whole school system
- One to one sessions with LSA where possible
- Social skills groups
- Transition support for children in Year 6 before moving to secondary school
- Referral to outside agencies

Other services and strategies;

- Regular meetings with parents
- Individual Behaviour Contracts
- Circle Time
- Children and Family Request Referral
- Team Around the Family Meetings (TAF)
- Anger management strategies
- Social Skills Group
- 1:1 session with LSA where possible
- SEND referral – One Plan formulated and strategies to support
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Referral to MHST (Mental Health Support Team) that works within school
- Support sought from REAch2 SEND and behaviour ASLs
- Support from the Family Liaison Officer

Commented [CS4]: New addition

Playtime and Lunchtime

At playtime and lunchtime, we make sure that there are plenty of engaging activities. If a child's behaviour on the playground is inappropriate, and cannot be managed by the staff on duty, a

member of Senior Leadership is sent for. If the child is hurting others or repeatedly and deliberately, they will be deemed to be unable to keep themselves and others safe at school and the child's parents will be phoned to support the child.

Conduct outside the school gates

The following is taken from 'Behaviour and discipline in schools Advice for headteachers and school staff' (DfE - January 2016)

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Subject to the behaviour policy, teachers may discipline pupils for: a) misbehaviour when the pupil is:

i. ii. iii. taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or

iv. b) i. ii. iii. in some other way identifiable as a pupil at the school. or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police (or anti-social behaviour coordinator in their local authority) of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff follow safeguarding policy.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps detailed records concerning incidents of inappropriate behaviour on CPOMs. All staff are responsible for recording incidents that occur during the school day on CPOMs. The Senior Leadership Team analyse this data to identify patterns of behaviour and implement intervention swiftly.

The school council also monitors behaviour and the behaviour systems using pupil voice surveys.

The Headteacher keeps a record of any child who is suspended or who is permanently

excluded. This data is presented in the Headteacher's Report to the Full Governing Body on a termly basis. The Governing Body will monitor the rate of exclusions noted in the Headteacher's termly report to ensure that the school policy is administered fairly and consistently.

This policy will be formally reviewed by the Governing Body every year. In the event of new guidance being made available, this review date will be moved forward.

Designated Member of Staff – Mr Baz Duffy

Appendix 1

Behaviour Management in the Nursery

At Nursery, we keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting expectations to encourage cooperation and participation and ensure children gain an understanding of the expectations. The whole school values (integrity, commitment, kindness) are displayed and referred to regularly.

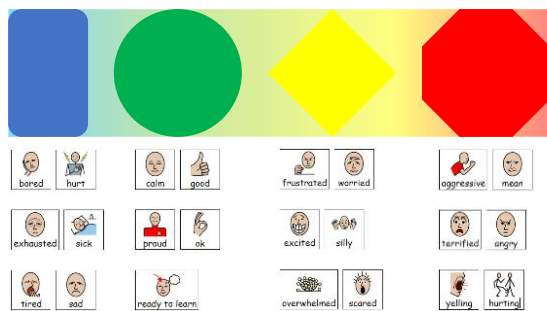
The key to managing behaviour is distraction. Staff are positive role models and use positive reinforcement and distraction as their starting point to promoting positive behaviour. Where children display challenging behaviour staff will focus on positive reinforcement for the other children to encourage positive behaviour throughout the classroom.

A highly engaging and visual 'Values Tree' is used within all nursery rooms, if the children display positive behaviour in line with our values, they are awarded a leaf to be placed on the room's Values Tree. The values are displayed on the trunk of the tree. Staff are encouraged to use the language of the value when praising and rewarding the children.

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All behaviour is a form of communication. As Early Years practitioners it is our duty to support and guide children when they struggle to express themselves positively. We do this, predominantly, through the use of the 'Zones of Regulation'.



We talk to the children about how they are feeling and which zone this relates to and help them find ways to return to the green zone. This will look different depending on the child and the situation.

Where a child is regularly communicating their feelings through challenging behaviour we follow these four steps:

Assess – we use various assessment tools to unpick and understand what the behaviour is communicating.

Plan – we make a plan with staff and parents/carers to support the child.

Do – all relevant staff members are made aware of the plan and the support strategies are carried out.

Review – we set a timeline to review the provision and support and re-assess the effectiveness of the plan.