



NEWPORT
COMMUNITY
SCHOOL
PRIMARY
ACADEMY

Promoting Positive Behaviour Policy

Date Adopted: July 2024
Author/owner: School Community Board
Anticipated Review: September 2025

Aims of the guidance

To create a school which is respectful, positive and safe and achieves our school aims of:

- ensuring all children enjoy achieving their potential
- supporting the development of the whole child
- raising aspirations for all pupils to achieve high outcomes in their learning
- developing children's understanding of the world and their contribution to it
- preparing children for their next stage of learning

Legislation and statutory requirements

This guidance is based on advice from the Department of Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Use of reasonable force in schools](#)

It is also based on:

- [Guidance for Developing Relational Practice and Policy, Devon County Council](#)
- The [special educational needs and disability \(SEND\) code of practice](#).
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

It should be read in conjunction with the following school policies:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy

Roles and Responsibilities

The Head Teacher is responsible for:

The Head Teacher is responsible for the monitoring and implementation of this policy and of the behaviour procedures of the school.

The Head Teacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and will monitor how staff implement this guidance to ensure recognition and sanctions are applied consistently.

The Headteacher and SENDCo are jointly responsible for:

Overseeing the whole school approach to mental health

- Overseeing the whole school approach to equality, diversity and inclusion
- Ensuring this policy is effective at supporting pupils with mental health needs
- Ensuring that no pupil is disadvantaged due to recognised protected characteristics, including SEND.

Staff

Staff are responsible for:

- Modelling our ethos value of respect
- Demonstrating a commitment to building positive relationships with children underpinned by an understanding of relational practice
- Managing behaviour effectively to ensure a good and safe learning environment in line with standard 7 of the Teaching Standards
- Implementing the behaviour guidance consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Supporting each other when dealing with challenging behaviour
- Recording behaviour incidents on CPOMS

Senior leaders, Additional Needs Lead Practitioners, the Learning Mentor and PIPS trained staff will work alongside staff to support the management of challenging behaviour.

Parents

Parents are expected to:

- Demonstrate positivity and respect when communicating with school
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school to implement the behaviour guidance including where sanctions or individual behaviour support plans are in place

Pupil Code of Conduct

Our ethos value is **respect**.

We create a culture of respect through a strong sense of community where everyone is valued, feels safe and is understood as an individual. We communicate positively and with kindness, celebrating successes and enjoying learning together.

At Newport Community School Primary Academy pupils are expected to conduct themselves in way that means children can:

- enjoy achieving their potential
- be supported to develop as a whole child.
- aspire to achieve high outcomes in their learning from their starting point
- develop their understanding of the world and their contribution to it
- be prepared for their next stage of learning

The simple school rules define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do. Pupils are expected to follow the school rules which are as follows:

Our school rules state that children need to be:

- Ready
- Respectful
- Safe

These rules are reinforced by every adult working in school through:

- Consistent, calm, adult behaviour
- Visible kindness and recognition of strengths-collective or individual
- Clear routines throughout the school day

Recognition

At Newport Community School Primary Academy we recognise that behaviour is a form of communication and therefore respond to children as individuals in order to meet their needs and ensure they feel safe, secure and supported during their time at school.

Positive behaviour will be recognised through:

- verbal praise
- values certificates
- feedback to parents-in person, via Seesaw, by phone
- referring the pupil to a senior member of staff
- termly recognition awards
- special responsibilities

Unacceptable Behaviour

If a child is demonstrating behaviour that does not follow the school rules, a member of staff will intervene using an appropriate strategy.

Sanctions may be imposed for unacceptable behaviour when the pupil is:

- taking part in any school-organised / school-related activity
- travelling to or from school
- wearing school uniform
- is identifiable as a pupil at the school

Children may also be subject to sanctions whether or not the above apply when:

- there may be repercussions for the orderly running of the school
- a threat is posed to another pupil or member of the public eg online bullying
- the reputation of the school could be adversely affected

Sanctions-low level behaviour

- Reminder of the rules eg remember our rule about ready/respectful/safe. It may be appropriate to ask for the correct behaviour eg walk
- Warning-delivered privately where possible 'Think carefully about your next step' 'Make a good choice'
- Scripted intervention (see below)
- Take up time/calming time-space within the classroom/or partner class or with an adult-use a timer if appropriate so children can visualise the time. Children being asked to go into another class should be supported to avoid shame eg 'Child x just needs some time/space'. 'Teacher should indicate a space and offer non-verbal cues to show the child is welcome and will be supported.' At an appropriate time, the adult should welcome the child back and discuss the incident using a restorative approach.
- Referral to SLT if no change on return
- Repair and restore

The Scripted Intervention

It may be necessary to have a short interaction which should be structured using the following language using a calm and respectful tone at the child's level. This language is designed to recognise, be aware of and respond to the child's needs through attuning and validation.

- ❖ I've noticed you are/I' can see you are (name behaviour eg having trouble getting started, not in the right place, fiddling with equipment)

- ❖ That is breaking our rule about being ...(ready/respectful/safe)
- ❖ A reminder of positive behaviour
- ❖ That is the behaviour I need to see today
- ❖ Thank you for listening

When appropriate, the adult can step back to allow the child to change the behaviour to avoid a confrontation. An opportunity should be looked for to praise the child for demonstrating their changed behaviour.

Some children may require further intervention through extended time with an adult away from the classroom to regulate or have individual behaviour support plans which should be followed.

Reporting to Parents

Any sanctions should be reported to parents in an appropriate way eg at the end of the school day in person or by phone.

In the case of repeated or prolonged incidents the following strategies may be used:

- Trusted or key adult taking time 1-1 with the child to understand what has caused the behaviour and the steps needed to return to learning
- Loss of privilege such as breaktime, lunchtime or a responsibility-time will be spent with an adult
- Referral to senior leadership team to discuss behaviour and reset expectations with follow up planned for later in the day/week as appropriate
- Introduction or review of the Behaviour Support Plan to check the effectiveness of strategies
- If behaviour is shown that could endanger the child or others or cause serious damage to school property, a Passive Intervention and Prevention Strategy (PIPS) trained member of staff will be called to support. Other children may need to be moved to safety. In the event of a child being in immediate danger to themselves or others, any member of staff is permitted to intervene.

Passive Intervention and Prevention Strategy

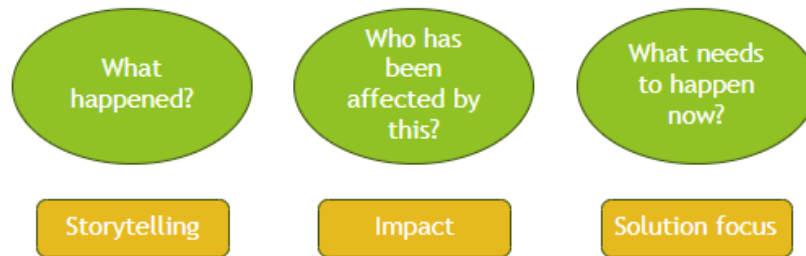
- On occasions a child may become a danger to themselves or others and PIPS methods may need to be used where reasonable, proportionate and necessary. (For further details on PIPS please refer to USE OF REASONABLE FORCE POLICY.) Staff involved in using any PIPS method must record their actions on a restraint recording form and CPOMS, inform the Head of School and parents/carers on the same day.)

The Restorative Conversation

- Following a behaviour incident, once the child is regulated, there should be

a restorative conversation to encourage a child to think through their behaviour, the consequences of it (for themselves and others), and what they can do to make it better.

- Where another child has been impacted by the behaviour, the adult needs to facilitate the restorative conversation. The following structure should be used:



If a child is losing a privilege such as break time or lunchtime as a sanction, it is essential that the restorative conversation takes place in this time and the time is used to reflect and repair.

Repeated behaviour incidents

- If behaviour incidents escalate or are displayed repeatedly, the class teacher will make contact with the parent/carer to discuss and ascertain if there are any likely causes for this.
- SLT monitor CPOMS for behaviour incidents and will discuss any necessary further actions with relevant staff involved with supporting the child.
- Senior leaders will discuss cases causing serious concern and support staff involved with supporting the child and meeting with parents as needed.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Refer to NCSPA Anti-Bullying Policy

Additional support

The senior leadership team will work with the families of children that require more intensive support to meet the aims of the school. This may include formulating an Individual Behaviour Support Plan or involving outside agencies such as the

Educational Psychology team or the Tarka Learning Partnership Inclusion Officer.

Serious Incidents







On rare occasions, due to a serious incident, a suspension from school may need to be put in place. The Head Teacher will then inform the parents, Devon County Council and Tarka Learning Partnership as part of the monitoring process.

The Head Teacher in consultation with the Tarka Learning Partnership Inclusion Officer has the right to/will permanently exclude in extreme cases of persistent disruptive behaviour or a single serious incident that could endanger the safety of other members of the school community.

Appendix 1: EEF Improving Behaviour in Schools Summary of Recommendations

This policy is underpinned by the Education Endowment Foundation Guidance report: Improving Behaviour in Schools, June 2019.

IMPROVING BEHAVIOUR IN SCHOOLS Summary of recommendations

Proactive				Reactive
1 Know and understand your pupils and their influences  <ul style="list-style-type: none"> Pupil behaviour has multiple influences, some of which teachers can manage directly Understanding a pupil's context will inform effective responses to misbehaviour Every pupil should have a supportive relationship with a member of school staff 	2 Teach learning behaviours alongside managing misbehaviour  <ul style="list-style-type: none"> Teaching learning behaviours will reduce the need to manage misbehaviour Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning Teachers should encourage pupils to be self-reflective of their own behaviours 	3 Use classroom management strategies to support good classroom behaviour  <ul style="list-style-type: none"> Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time Reward systems can be effective when part of a broader classroom management strategy 	4 Use simple approaches as part of your regular routine  <ul style="list-style-type: none"> Some strategies that don't require complex pedagogical changes have been shown to be promising Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour School leaders should ensure the school behaviour policy is clear and consistently applied 	5 Use targeted approaches to meet the needs of individuals in your school  <ul style="list-style-type: none"> Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
Implementation				
6 Consistency is key 	<ul style="list-style-type: none"> Consistency and coherence at a whole-school level are paramount Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level 			

The Relational Approach

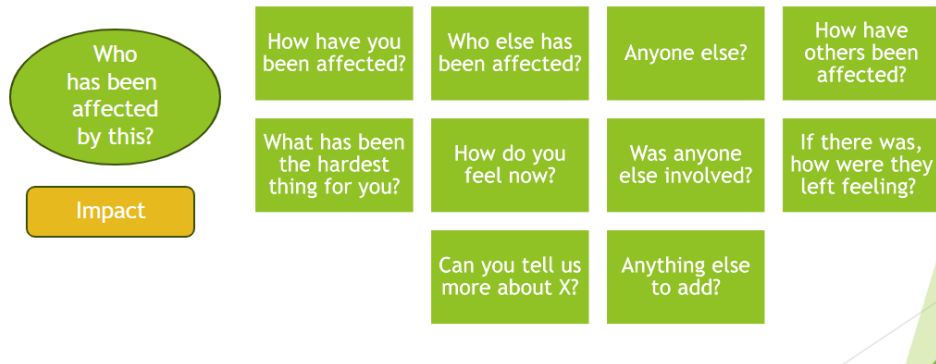


Appendix 3: The Restorative Conversation Guidance (Finnis 2021)

Bubble One:



Bubble Two:



Bubble Three:



Appendix 4: Whole School Routines

School stop sign

- Member of staff holds hand in the air (no voice), children copy.

Transitions within classroom-floor area to tables/tables to floor area

- Teacher signals 1-children stand,
- Teacher signals 2-children move to place
- Teacher signals 3-children sit ready to listen/begin work

Start of the day

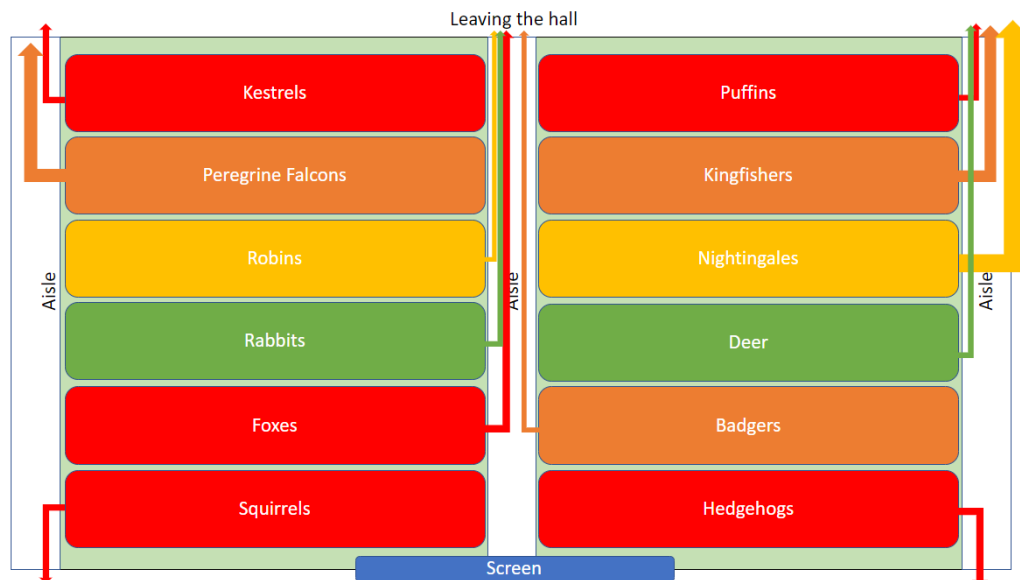
- Site opens 8.30am. Children enter the playground. Doors open at 8.35am. Children put belongings in lockers, ensure doors are closed and enter the classroom to begin morning tasks.

Moving around the building

- Walk in single file on the left.

Assemblies

- Enter via designated door. Stay standing until whole class is in position and teacher indicates to sit.
- Leave through designated exits in order to avoid crowding and crossing in the corridors.



End of playtime/lunchtime

- Stop when whistle is blown.
- On second whistle move to lines to be met and led in by teacher in designated order to avoid crowding and crossing in the corridors.