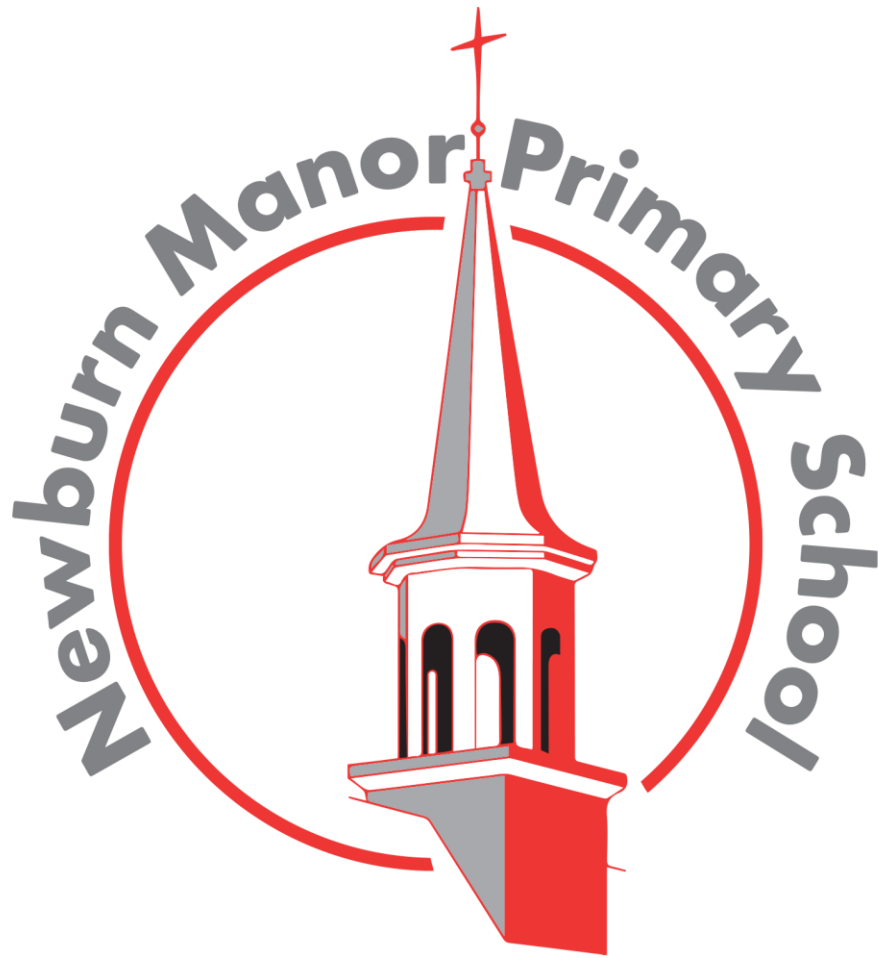


Positive Behaviour Policy

2025-2026



Positive Behaviour Policy

We are aware that we share responsibility for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give.

Parents will have taught their children to respect other people's feelings and property. Parents play the most important role in teaching about ways of behaving. At Newburn Manor Primary School, we reinforce the attitudes, courtesies and disciplined behaviour that children begin at home. We aim to ensure that positive behaviour is rewarded; inappropriate behaviour is dealt with firmly and fairly. The School Code of Conduct (The Golden Rules) is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

A description of responsibilities for all the members of the school community.

Staff and Governors	Pupils	Parents
To lead by example	To support and care for each other	To be aware of the school's value and expectations
To be consistent in dealing with children	To respect each others property and work	To support the values and expectations of the school
To encourage the aims and values of the school among the children	To listen to others and respect their opinions	To ensure that children arrive on time each day and are collected at the correct time
To have high expectations of the children	To take responsibility for their own actions and behaviour	To keep children at home when they are ill
To meet the educational, social and behavioural needs of the children	To do as instructed by all members of staff (teaching and non-teaching)	To provide the school with a written explanation of the reasons for any absence
To provide and appropriate curriculum	To observe 'Our Golden Rules' at all times	To provide the school with an emergency contact number

'Our Golden Rules'

We want our school to be a fair and happy place where we can play and work together.

So we promise to follow the school rules:

Attitude Commitment Effort



I am ready
to learn.



I tell the truth.



I work hard to
make progress.



We are
kind and gentle.



We love to learn!



We listen
and join in.

The ways in which this school encourages good behaviour:

Low level behaviour management strategies	Positive strategies that are used
The look!	Non-verbal approval
Proximity	Verbal approval/acknowledgement
Refocusing/diversions	Smiley face/stars
Simple directions	Moving up (or down) the behaviour board in the classroom
Rule reminders	Special mention given in weekly 'Celebration' assembly
Avoidance of the word 'No'	Send to colleagues for praise
Non-verbal signs	Send to Headteacher for praise
Giving a choice	Sharing of success with parents
Giving a warning of a consequence	Acknowledgement in Celebration Assembly – ACE awards
In-class 'time out'	
Out of class 'time out' with Head Teacher or senior teacher	

Pastoral Care / Family System

The ways in which this school encourages respect for others is manifold. On a daily basis an individual teacher may use a variety of strategies that will incorporate the principles of 'Our Golden Rules' into daily lessons.

It is the intention of all of our staff to highlight the principles of the 'Golden Rules' within all of our lessons but also as part of our PHSE curriculum. In practical terms these may be addressed in a variety of different contexts, for example: circle work/PSHE will be used so that children are taught the "language of feelings"; within role play they will develop the way in which they listen to one another - discussing conflicts and resolving differences; and sharing skills might be encouraged as they work in different social context.

Our Family System also sees each of our children as members of a family group as well as a class group. New pupils will be introduced to their group from day 1 and will be encouraged within these groups to seek help and support them as they come to terms with life in the school. Family Captains will oversee the group partnership with staff and whilst Family lessons will take place weekly the real work will be done on a day to day basis, in the dining hall, in the playground and the corridors where a caring and supportive ethos is most tangible.

Unacceptable behaviour at this school

We divide unacceptable behaviour into three broad bands:

- a. **Level One:** misbehaviour that can be effectively managed within a classroom environment by the class teacher.
- b. **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. Class teacher may involve parents; notification of other staff; Informal involvement of head teacher.
- c. **Level Three:** very serious misbehaviour or persistent Level Two misbehaviour. Formal involvement of the head teacher and parents; Additionally, Family Support Officer and/or other outside agencies may also become involved.

Unacceptable behaviour outside school

We encourage pupils to be good role models and ambassadors for our school at all times and particularly in the wider community. We expect pupils to behave in a courteous and civilised manner at all times including outside the school premises and while on school 'business' — for example, on school trips and residential experiences, school sports fixtures (away and at home), or other visits within the local community. During such circumstances pupils will be subject to the school's behaviour policy. Poor behaviour will be dealt with as if it had taken place within school. For behaviour outside school, but not on school business, (for example, pupils walking to school or home at the end of the day) sanctions may be taken if that behaviour is judged to be of a sufficiently serious nature and there is a link between the poor behaviour of an individual and maintaining good behaviour among the pupil body.

Unacceptable behaviour described

Level One	Level Two	Level Three
Not on task	Persistence of Level One	Persistence of Level Two
Disrupting another child, chatting in class	Incomplete tasks (deliberate)	Major disruption of class activity
Distraction, interruption	Refusal to work	Vandalism of school building, property
Answering back	Defiance	Stealing/intent to steal (persistent)
Not taking instruction	Deliberate destruction of another child's piece of work	Repeated incidents of bullying
Telling lies/getting others into trouble	Minor vandalism	Persistent bad language, verbal abuse/racial abuse and sexual abuse
Verbal abuse, minor bad language	Stealing/intent to steal	Violent hitting, kicking, fighting
Unsafe movement around the classroom/school	Direct verbal abuse/racial abuse	Aggressive violent behaviour, causing deliberate injury
Unsafe behaviour	Threatening behaviour	Abuse/threatening behaviour towards staff/parents
Careless damage	Isolated acts of violence – kicking, hitting, thumping etc	Dangerous refusal to obey instruction
Destruction of property (first time)	Bullying, persistent name calling (including Cyber Bullying)	Leaving school premises without consent
Playtime incident (first occurrence)		

Sanctions/strategies

Key sanction 'steps' for all staff highlighted

Level One	Level Two	Level Three
The look!	"Time out" in the classroom – working alone	Headteacher informed immediately
Repositioning of children	"Time out" next playtime or lunch – considering 'Our Golden Rules' (in a supervised area) Incident recorded in the class behaviour log (reported to HT or DH when more than 2 incidents are recorded)	Formal chat with Headteacher (child)
Reminder of 'Our Golden Rules'.	Taking work to finish at home	"Time out" with Headteacher supervision
Private discussion with child – official 'warning'	Sharing of information with other staff	Parents invited into school for formal discussion or telephone discussion with Headteacher
Loss of Team point. Moving down the behaviour board	Loss of privileges/choice of activity	Action plan agreed involving school and parents
	Persistent unacceptable behaviour – parents informed by class teacher, informal meeting, discussion with parents, home/school report book introduced Behaviour log on CPOMS completed with member of SLT	Behaviour contract, supervised by Headteacher
	Serious breaches of Behaviour Policy i.e. for behaviours where there may have been or is likely to be significant harm or risk to pupils or staff, the school reserves the right to fixed term exclude any pupil without using the above sanctions process.	Involvement of Family Support Officer/other agencies Team around child meeting to explore areas of support
		Exclusion (see below)

Bullying

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Aims and objectives:

- We firmly believe bullying is wrong and can damage individual children. We endeavour to prevent it, by having a school ethos in which bullying is regarded as unacceptable.
- We aim to produce a safe and secure environment where all can learn without anxiety.
- We aim, through this policy to produce a consistent school response to any bullying incidents that may occur.
- We will make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

All issues are fully investigated and appropriate action taken. Pro-active measures are in place to help all children deal with the issues surrounding bullying. These are delivered through a wide range of strategies including circle time, and PSHCE activities – in class, with individuals, in groups, and in assemblies. For further information on the role of the Head Teacher, Class Teachers, Governors and parents please see our 'Anti-bullying' policy.

Responsibilities for the prevention of cyber bullying including mobile phone texting/messaging

- Pupils will be advised on cyber bullying through curricular activities and external consultants.
- Pupils and staff are required to comply with the school's Acceptable use agreement.
- Parents/Carers are required to sign the school's Internet Access - Acceptable Use Agreement.
- Parents/Carers are encouraged to discuss cyber safety and bullying with their child to supplement learning.
- Parents/Carers are provided with information and advice on cyber bullying.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

School Culture and Ethos and 'Zero-Tolerance' Approach

For all schools, colleges and settings a 'zero-tolerance' approach to abuse, harm or bullying between peers should be clearly expressed in the school's ethos and values. It should be made clear that sexual violence and sexual harassment is never acceptable and it will not be tolerated and never passed off as 'banter'. This means that all staff must challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. By not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour, an unsafe educational environment and a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Therefore, a whole school approach is needed as part of preventative education. (Sexual Violence and Sexual Harassment between children in schools and colleges, 2021)

Please see Safeguarding and Child Protection Policy – Peer on Peer Abuse.

Recording Behaviour on CPOMS (online monitoring system)

Should behaviours consistently fall short of those expected, over a period of time, or be deemed sufficiently serious in a single instance, staff will discuss issues with a member of the Leadership Team in addition to recording incidents on the online monitoring system, CPOMS. Documenting in this way ensures a clear and accurate picture is gathered regarding behaviour across the school and consistency in the ways in which issues with behaviour are addressed.

Incidents recorded on CPOMS need to be concise, objective and factual. Staff are encouraged to record incidents in clear bullet points followed by the 'actions' already/to be taken.

Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Head teacher and chair of governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Head teacher will decide what the proper sanction will be for the pupil who made the false allegation. The Head teacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

Exclusions

In cases of persistent unacceptable behaviour (Level Three), and where the other sanctions/strategies listed above have been exhausted, the Council Exclusion – Good Practice guidelines will be followed. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body)

ONE Trust Academy

The ONE (OWL NORTH EAST) Trust can offer support to pupils at risk of exclusion. This may be offered, where appropriate, to aid the inclusion of a vulnerable pupil. The Head Teacher will negotiate the terms with the partner school and parents regarding completing a fixed term period of work at a partner school. This will be a restorative process, allowing the pupil time to reflect and complete work away from their designated school. At the end of the period, a reintegration meeting between the school and parents will take place to discuss the outcomes and next steps.

Exclusions for serious incidents outside of school – The behaviour of pupils outside school may be considered grounds for exclusion.

During the lunch break, the Midday Assistants will operate a Restorative approach to incidents of poor behaviour

How to debrief incidents

A restorative practice approach

The school is following the best practice outlined in the Restorative Practice approach to behaviour management. The principles of which ensure fairness of approach and allowing all sides to have their say. The aim is always friendly resolution to the problem.

Again consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This avoids children from being able to say 'I was not listened to' or 'I tell a teacher and they do nothing'.

When de-briefing an incident. Ensure you are talking to the correct children.

Move them away from others to avoid unnecessary complication from others.

Allow both parties to answer without interruption the following questions (staff have laminated copies available at all times).

Restorative Questions:

What Happened?

When did this happen?

How are you feeling?

How have you been affected?

Who else has been affected by this?

What needs to happen to make things right?

The children should come up with the idea of how to move on. A successful resolution would be the children realising what needs to happen and a strategy is developed for the rest of the break/day.

Follow up:

This is an essential element of all behaviour. It is important that a follow up is made between both parties later in the break/day to check that harmony is being maintained. If not, then the approach is repeated.

ANY concerns of poor behaviour at playtime or lunchtime considered by TA's or Lunchtime Supervisors, following the above procedures to warrant further investigation must be reported to:

Deputy Head – Mrs C Gill

Head Teacher – Mr S Pickup

Behavioural Special Needs

In the case of children identified as having “behavioural special needs”, the school, acting in partnership with the parents of the child concerned, will draw up an individual action plan. This plan will be designed to delivered improvements in the child’s behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

Reviewed by GB: September 2025

Next Review Date: September 2026

Signed:  Chair of Governors

Behaviour Log

Name: _____ Date: _____

This is the rule I broke:

I chose to break this rule because:

This is what I could have done instead:

This is what I can do to put it right:
