Newburn Manor Positive Behaviour Policy

2026-2027

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 support children 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:

Pupils
All pupils deserve to learn in an environment and culture that is calm, safe, and supportive. To understand and demonstrate our school values. To understand and talk about British Values and Protected Characteristics in an age-appropriate way. To show respect to adults, fellow students, school property and the environment. To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. To talk to the teacher, a trusted adult or Head Teacher if a staff member has behaved in a way that does not uphold this policy. To act as positive ambassadors for the school when off school premises. Not to bring inappropriate and unlawful items into school. To grow and learn in a culture that develops resilience, strength of character and academic confidence. To talk about their feelings and emotions using strategies to support regulation.

Parents and Carers
Know and understand our shared school values. Support their child to understand and demonstrate our values. Know and talk about British Values and Protected Characteristics age appropriately with their child. Behave appropriately on school grounds and support their child to do the same. Discuss any concerns with teachers and staff. To ensure school staff are informed of any SEN related or other personal factors which may result in their child becoming dysregulated in school. To work with the school to support their child's positive behaviour. To have any concerns they have about incidents of violence, threatening behaviour, abuse, discrimination or harassment taken seriously and investigated/resolved as necessary. Ensure that their child attends school every day and on time. Send children to school in our agreed school uniform. Send children to school with our full PE kit.

Staff
To model and demonstrate our school values at all times. To model and discuss British Values and Protected Characteristics age appropriately with our pupils. To establish strong relationships with pupils, parents and carers to enable effective discussions about all aspects of school life. Establish our school norms in and around school, teaching and modelling expected behaviour and routines. Use positive and reflective language to immerse pupils in a culture where positive behaviours are seen, recognised and expected. Make reasonable adjustments and plan, deliver and sustain adaptive teaching to ensure support strategies are implemented and consistent. To understand that children need to be taught to recognise feelings and learn strategies to regulate their emotions. Deal with incidents of inappropriate behaviour by following school procedures.

Local Governing Body
Governors will ensure that the school complies with equality legislation and promotes the wellbeing of all staff, pupils, parents and carers. Will decide an appropriate timescale for reviewing the principles and updating the behaviour policy. Will fully support the school in implementing its disciplinary powers. Has a legal duty and responsibility as regards establishing the principles underlying the school behaviour policy. Must have regard to the health and welfare of staff and pupils, and the duty of care which they have for this.

Definitions of unacceptable behaviour

Serious Unacceptable Behaviour
For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour - which may cause harm to oneself or others - damage the reputation of the school within the wider community - any illegal behaviour. This will include, but is not limited to, the following: **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature Possession of legal or illegal drugs, alcohol or tobacco Possession of banned items Truancy and running away from school Refusing to comply with disciplinary sanctions Theft Verbal abuse, including swearing, racist remarks and threatening language Fighting and aggression Throwing missiles (e.g. furniture) Overturning furniture Persistent disobedience or disruptive behaviour Extreme behaviour, such as violence and serious vandalism Any behaviour that threatens safety or presents a serious danger Any behaviour that seriously inhibits the learning of pupils Any behaviour that requires the immediate attention of a staff member **These behaviours may lead to a suspension or exclusion.**

Low Level Unacceptable Behaviour
For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils. Including, but not limited to, the following: Low-level disruption in class, in corridors, between lessons and at break and lunchtimes Failure to complete classwork Rudeness Poor attitude Graffiti Disruption on public transport Use of mobile phones without permission **"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.**

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.

Managing behaviour

Responding to good behaviour
When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos Positive behaviour will be rewarded with: Verbal and written praise Communicating praise to parents via a phone call or written correspondence Stamps and/or stickers chosen by individual members of staff or special assemblies ACE Awards during Celebration Assembly Positions of responsibility, such as classroom or playground monitors or being entrusted with a particular decision or project Whole class or year group rewards, such as a popular activity

Responding to low-level behaviour
Praise good behaviour of other pupils Positive reminder of expected behaviour Use of planned ignoring Move near the child or group (using non-threatening body language) Move around the classroom Use tone of voice and facial expressions Ask pupils to stop – remind pupils of current task Point at or remove an object Pause and wait for pupil to stop Use of a signal familiar to the whole class or group Remind pupil of consequence and the opportunity to make an appropriate choice Distraction techniques

Responding to low-level behaviour
Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. All incidents will be recorded on CPOMS. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Support Structures and Reasonable Adjustments

We are an inclusive school where all children and adults are highly valued and respected. Some of our pupils find it more difficult to regulate their emotions and behaviours. Children with an identified need will receive bespoke support so that they can learn and achieve to their full potential.

Pupils can be added to our SEND register for Social, Emotional and Mental Health needs (SEMH).

Sometimes behavioural and emotional difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our Special Educational Needs Coordinator (SENCo) to evaluate the case and seek additional support for a child, where appropriate.

Pupils may require specific support strategies and reasonable adjustments as part of a SEN Support Plan. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration.

In some circumstances (e.g. when a pupil has a support plan or an Educational Health and Care Plan) the policy may not be followed as outlined above. This decision would be taken by the Head Teacher, Senior Leadership and SENCo and would be detailed on any support plans.

In the event of a very serious incident, the Head Teacher will aim to contact the parent/carer immediately and the immediate exclusion policy may come into force.

Bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is classed as deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It is often repeated over a period of time by those who wish to cause distress to others.

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 our Anti-Bullying Policy, to have 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. Proactive measures are in place to help all children deal with the issues surrounding bullying. These are delivered through a wide range of strategies and PSHE activities – in class, with individuals, in groups, and in assemblies.

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.

Child-on-Child Abuse

As outlined in Keeping Children Safe in Education (2026), 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
Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

The response to each incident should be proportionate. For example, the school may address a 'lower-level' incident such as a sexist comment through education, the curriculum and the way the school promotes respect.

Each incident will be considered with balancing the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

The school will consider:
• The age and developmental stage of the alleged perpetrator(s)
• The nature and frequency of the alleged incident(s)
• How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

The use of exclusion from school will only be used in the most severe cases, for example if the police recommend a pupil is excluded after an incident of sexual assault. If this happens and the school still wish to keep the pupil in school, the school need mitigations in place to protect other pupils, such as keeping that child in isolation.

All incidents of Child-on-Child abuse should be reported in accordance with our safeguarding procedures and in line with our Safeguarding and Child Protection Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The prohibited items where reasonable force may be used are:
Knives and weapons
Alcohol
Illegal drugs
Stolen items
Tobacco and cigarette papers
Fireworks
Pornographic images
Any article that the member of staff reasonably suspects has been, or is likely to be, used:
- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

Mobile Phones
Pupils will not be permitted to use their mobile phones during the course of the school day.
Year 6 pupils with mobile phones must be handed into the teacher or school office on arrival to school and can be collected at the end of the day.
Any pupil found using their mobile phone during the school day will have their device confiscated.
Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The Head Teacher will determine the proportionate length of time for confiscation.
Confiscated phones will be returned to the parent/carer.

Searching, Screening and Confiscation
Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:
E-cigarettes and vapes
Lighters
Aerosols
Legal highs/psychoactive substances
Energy drinks
Mobile phones

Safeguarding

Newburn Manor Primary recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
Where this may be the case, we will follow the ONE Trust Safeguarding and Child Protection Policy, and consider whether pastoral support, an Family Support intervention or a referral to Children's Social Care is appropriate.

The Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Restrictive interventions, including the use of reasonable force, in schools guidance replaced older rules on 1 April 2026.

What is reasonable force?
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.

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.

'Reasonable in the circumstances' means using no more force than is needed.

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.

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.

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.

Who can use reasonable force?
All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil.

It is always unlawful to use force as a punishment.

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no current requirement to have a policy on the use of reasonable force but it is good practice to set out in the behaviour policy the circumstances in which reasonable force might be used. Any policy on the use of reasonable force should acknowledge schools' legal duties in relation to children with special educational needs and disabilities.

Reviewed by LGB: October 2026

Next Review Date: October 2027