

Newfield School

Behaviour Policy & Processes



Responsible:
Mr Marshall & Mr Heath

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Newfield Behaviour Policy

Our Ethos

At Newfield School, we believe in compassion, connection, and growth. As a trauma-informed, specialist SEMH (Social, Emotional and Mental Health) school, we see behaviour as communication. Our approach is rooted in empathy, respect, and consistent relationships that support pupils in developing emotionally, socially, and academically.

Our Aims

We help our pupils build confidence, form positive relationships, and enjoy learning. We guide them in understanding and managing their emotions so they feel safe, respected, and capable of success whilst being cared for in school.

Expectations for a Calm and Supportive School Community

We all play a part in creating a calm, respectful, and emotionally safe environment.

Pupils are supported to arrive ready to learn, show kindness and respect to others, and follow school routines that help them stay safe and focused. They are encouraged to try their best, talk about their feelings, and take care of their environment.

Staff build strong, trusting relationships with pupils, respond with care, and model calm behaviour. Teachers plan lessons that are engaging and suitable, maintain clear and consistent boundaries, and work closely with parents and carers to provide joined-up support.

Parents and carers help by ensuring good attendance, supporting learning at home, attending key meetings, and fostering respectful, open communication with the school. This includes informing school of any circumstances that may affect their child's behaviour.

At SLT level, there is involvement with parents, carers, and external agencies, along with providing support to staff when requested. SLT members will participate in return-to-school meetings with parents and pupils following a fixed-term exclusion and will also attend meetings with families and agencies when pupils persistently disobey school rules. At HT level (or DHT level in the absence of the HT), responsibilities include managing restorative justice processes in cases involving serious damage or assaults on pupils or staff. HT will issue fixed-term exclusions when necessary and liaise with staff regarding timetables of pupils who are at risk of exclusion.

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A Trauma-Informed Approach

At Newfield School, we are proud to be a trauma-informed ATSSA awarded setting. We recognise that many of our pupils have experienced adversity or trauma that can impact their emotional regulation, relationships, and ability to engage with learning. Our approach is rooted in empathy, connection, and consistency. We understand that behaviour is a form of communication and often reflects unmet needs or emotional distress. Staff are trained to recognise signs of trauma and respond in ways that prioritise safety, trust, and emotional wellbeing. We focus on building strong, supportive relationships with pupils and their families, and we use restorative practices to help pupils feel heard, valued, and able to repair and move forward. By fostering a predictable, nurturing environment, we help pupils feel safe, reduce barriers to learning, and support long-term emotional development.

Creating a Positive School Environment

We work hard to build a school community where everyone feels valued and able to thrive. Rewards and praise are used to promote positive behaviour and help pupils make good choices. Safety measures, such as electronic wand checks, may be used sensitively and respectfully to support wellbeing.

Recognising Growth and Positive Choices

We value growth and effort just as much as outcomes. Positive behaviour is recognised through verbal praise, contact home, and celebration of achievements. Golden Time and other privileges provide opportunities to reward effort, kindness, and personal development.

In Primary and Lower School, pupils can earn green ticks for positive behaviour and repair any yellow or red notices through effort and reflection. Weekly rewards and "Golden Book" nominations celebrate those who go above and beyond.

In Upper School, the focus is on restorative conversations, learning from mistakes, and rebuilding trust. Detentions are only used when necessary, and always with follow-up support to help the pupil move forward positively.

Supporting Social, Emotional, Mental Health and Behaviour Needs

We understand that some pupils need extra help managing emotions and behaviour. Each child has a personalised plan, including SEMH strategies, risk assessments, and where appropriate, positive handling plans. Staff use these to respond consistently and compassionately. Training such as "Team Teach" equips staff to de-escalate safely and support pupils through difficult moments.

Dealing with Incidents

We always try to calm and de-escalate situations first. Staff will act in line with the Team Teach ethos in order to keep everybody safe. This may include positive handling when absolutely necessary (e.g. aggression, destruction, risk of harm).

All incidents must be recorded on our systems (SIMS/CPOMS) depending on the type of incident within 24 hours (see Use of Reasonable Force Policy).

After any incident staff always aim to restore relationships, reflect on what happened, and work with the pupil and family to plan next steps. Where needed, further support or consequences (such as time out or exclusions) are used proportionately and with a view to helping the child re-engage and succeed.

Bullying

At Newfield School, we take all incidents of bullying extremely seriously and do not tolerate it in any form. For further details on how we address and prevent bullying, please refer to our Anti-Bullying Policy

After School Detentions

After school detentions may be used if the lesser consequences are not effective.

Internal Exclusion

Internal exclusion may be used as part of our disciplinary system. The pupil will be taught in a room separate from the classroom, supported by a member of staff.

Exclusions

We endeavor to avoid exclusions and utilise strategies such as personalised curriculums, personalised timetables, interventions and class moves as alternatives. Pupils may receive fixed term exclusions for the following reasons:

- Significant/repeated assaults
- Significant/repeated damage
- Causing significant/repeated risk

Pupils that receive fixed term exclusions are required to attend a return to school meeting in order to agree a plan that will reduce the risk of repeated behavior before returning to school. They must be accompanied by a parent/carer in this meeting.

Permanent exclusions are a last resort where all other options have been exhausted, including reduced timetables, alternative provision, off site tuition and home tuition.

Final Word

We want every child at Newfield to feel safe, happy and to be able to succeed. This policy is here to help pupils, staff, and families work together to create a school where everyone feels safe, supported, and ready to grow.

Behaviour Processes

Behaviour Process – Primary and Lower School

In our Primary and Lower School, we support pupils in making positive choices through a clear, consistent approach:

Positive Choices:

- Green ticks are awarded for any positive behavior. These are collated over the week and determine the Golden Time level that a pupil will experience. All pupils take part in Golden Time during lesson 6 every Friday.
- Head teacher's awards are given for outstanding choices or hard work.
- The Golden Book is another way that staff recognise pupils for positive choices. This is celebrated in assembly and pupils receive a certificate to take home.

Negative choices:

- A gentle verbal reminder is given when a pupil is not following instructions.
- If the behaviour continues, a yellow mark is placed next to the pupil's name on the Behaviour Board. If a pupil receives three yellow marks, this becomes a red. Each yellow mark still visible by break or lunch results in 5 minutes of break time being used for reflection. Each red mark results in 15 minutes of break time being used to support the pupil in re-regulating.
- This system helps pupils reflect on their behaviour while also providing opportunities to repair and re-engage. Staff regularly check in with pupils to ensure they feel supported.

Top Ten Reward Trip

Positive choices are also rewarded through the use of behavior points. Pupils receive points for positive choices throughout the day and these are collated over the term. The Top Ten pupils go on a reward trip at the end of each term. The top ten places are discussed each week in assembly to encourage progress.

Behaviour Process – Upper School

Positive Choices:

- Verbal recognition and conversations about progress are used to celebrate positive choices in upper school.
- Positive choices are reported to parents/carers.
- Pupils “Spotted” making positive choices receive a spotted sticker to recognise their achievement.
- Head Teacher’s awards are used to recognise positive choices and hard work.
- Positive choices and outstanding effort is recognised in the weekly assembly in upper school.

Negative Choices:

- In the Upper School, we use a structured approach to help students take responsibility and re-focus when they are finding it difficult to follow expectations:
- A clear, respectful verbal warning is given as a first step.
If the behaviour continues, the student's name is written on the board as a reminder.
If the issue persists, a tick is added next to the name, which leads to a break or lunch time detention to reflect and reset.
If a student receives more than three detentions in a week, they will be assigned an after-school detention. Parents and carers will be informed and involved in follow-up discussions.
- This process is carried out with calm consistency, always aiming to help the student learn from the experience and return to lessons in a positive frame of mind.

Top Ten Reward

Positive choices are also rewarded through the use of behavior points. Pupils receive points for positive choices throughout the day and these are collated over the term. The Top Ten pupils are celebrated in the end of term assembly and receive a voucher at the end of the term.