



**Newall Green  
Primary School**

*Aiming High To Reach Our Goals*

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# Behaviour Policy 2026



## Document Control

Title	Behaviour Policy
Date	25.2.26
Supersedes	Version 2
Amendments	Houses/house points Classroom behaviour system Link to Mobile Phone Policy Sanctions sheet Removal of enrichment time
Related Policies/Guidance	Peace Mala Promise Antibullying policy Rights Respecting PSHE/RSE Policy Drug & Alcohol Policy E-Safety Policy Staff Code of Conduct Parent Partnership Policy Hive Prospectus and Policy Positive Handling Policy Time Out Policy Mobile Phone Policy

**Approved by:**

**Date:**

**Last reviewed on:**

January 2026

**Next review due by:**

February 2027

## Vision

At Newall Green Primary School, we are a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued and supported by our staff, children and families.

We believe that all children should be aware of these rights and respect them for themselves and others, along with the British Values that underpin society. At Newall Green Primary School, we recognise the importance of strong relationships between adults and pupils and the impact it has on pupil achievement and positive behaviour. We actively promote the importance of pupil voice to allow all children an opportunity to play an active role in decisions that affect their learning and well-being.

We aim to give our pupils the best start in life. We want them to be happy, independent learners, motivated by their natural curiosity of the world. We will know when we have achieved our aim because our children will have developed the five key skills for life:

- Problem solving
- Teamwork
- Self-management (initiative, organisation, accountability)
- Self-belief (confidence, resilience, positive attitude)
- Communication

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. We recognise that some poor behaviour may be a sign that a child is suffering from harm or experienced abuse. We have strong systems for safeguarding in school and all staff are trained in how to spot the signs of abuse and the procedures to follow if they have any concerns about a child (see safeguarding policy).

In consultation with the children, staff, parents and governors at Newall Green Primary School, we have developed a policy in line with the rights of the child which secures the highest levels of success and self-esteem for each individual child. Ensuring these rights are understood and respected by all is part our commitment to valuing diversity, tackling bullying, child on child abuse and harassment, including discriminatory and prejudice-based bullying. This includes any form of racism, homophobia, transphobia, sexism and sexual harassment. We embody and promote equality in our community and challenge prejudices whenever they are seen.

## Aims

This policy aims to:

- Encourage and maintain positive behaviour based on children developing an understanding of their own rights, the equal rights of other children and the wider community, and the importance of respecting those rights
- Ensure that Rights Respecting Charters and Newall Green Values are understood and referred to by all

- Ensure that every child is aware of their rights and responsibilities and will have helped to produce their class charter.
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Celebrate and praise children's achievement and success
- Promote proper regard for authority among pupils underpinned by an understanding of the role of adults as 'duty bearers' of children's rights
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Promote the partnership between children, staff and parent/carers underpinned by Article 3 of the United Nations Convention on the Rights of a Child: *'The best interests of the child must be a top priority in all decisions and actions that affect children'*.

## Consultation

- Consultation with pupils in Rights Respecting steering group and School council (March and April 2023)
- Consultation with SLT (April 2023)
- Consultation with staff (April 2023)
- Consultation with governors (April 2023)
- Consultation with parents/carers (May 2023)
- Consultation with staff (July 2024)
- Consultation with pupils (July 2024)
- Consultation with SLT (November 2024)
- Consultation with governors (December 2024)
- Consultation with SLT (February 2026)

## Class charters

At Newall Green Primary school, we believe that pupils should take responsibility for setting high expectations for behaviour within our school. Each class creates their own Class Charter which is based on the rights of the child. There is no set standard for each class charter, although there are expectations that need to be met (see appendix E). This charter sets out the expectations for effective learning behaviours in each class and ensures that every child has access to their rights and that we are respecting the rights of those around us.

Creating a class charter makes the UN Convention on the Rights of the Child a real and meaningful guide to action for adults and children on a day-to-day basis. Charters are democratically negotiated using the Convention and replace a list of rules with mutual agreements. The actions agreed between all children ensure that rights can be realised and enjoyed by everyone. For example, if children agree to 'listen in class' they are realising their own access to article 29 as well as other's right to access that article.

Pupils work with the adults in their classrooms to identify the roles of Rights Holders (children) and Duty Bearers (adults) to ensure that these rights are respected. Every pupil and adult signs the class charter,

agreeing to respect the chosen rights for themselves and others with their responsible and respectful behaviour.






## Whole school charters

Through consideration of the fifty-four articles in the UN Convention on the Rights of the Child, the pupils, staff, parents and governors identified the key rights for our whole school charter. These rights apply to all pupils and staff.

1. Article 2 – we have the right to be protected from discrimination – we respect each other’s differences and treat everyone equally.
2. Article 19 and 24 – we have the right to be protected from being hurt and mistreated – we will be kind to others in our words and actions and will treat others the way that we want to be treated.
3. Article 28, 29 and 31 – we have the right to a good quality education and to develop our talents and abilities – we try our best in all that we do and respect differences. We make sure that we don’t interrupt others when learning.
4. Article 29 and 31 – we have the right to learn using a range of different styles – we have a positive attitude to all that we do and do not interrupt others when they are learning.
5. Article 12, 13 and 14 – we have the right to be listened to and have our opinions heard – we listen to others and share our own ideas.
6. Article 24 – we have the right to learn in a safe and clean environment – we look after our school and the resources in it.

# Newall Green Primary School's Whole School Charter



	Article	Role of Rights Holders	Role of duty bearers
	Article 2 – we have the right to be protected from discrimination	We respect each other's differences and treat everyone equally.	We respect this right by teaching children how to respect differences. We treat all pupils equally and promote diversity and inclusion.
	Article 19 - We have the right to be protected from being hurt and mistreated.	We will be kind to others in our words and actions. We will treat other how we wish to be treated.	We respect this right by teaching children how to be respectful. We listen to all children and take their views and opinions into account, helping them solve any problems.
	Article 28, 29 and 31 - We have the right to a good quality education and to develop our talents and abilities.	We respect this right by trying our best in all that we do and respecting differences. We sure we do not interrupt others when they are learning.	We respect this right by helping children learn new things that are interesting and exciting. We will praise and encourage different talents.
	Article 12, Article 13, Article 14 We have the right to be listened to and to have our opinions heard	We respect this right by listening to other people even if we don't agree and sharing our own ideas.	We respect this right by listening to children and acting upon what they say. We will help children see when their opinions might stop us being safe.
	Article 24 We have the right to a safe and clean environment.	We respect this right by looking after our school and the resources in it.	We respect this right by keeping the school clean and providing learning equipment for children to use.

# Playground charters

## Article 31 – rest, play, culture, arts

The playground charter was decided in consultation with pupils, staff, parents and governors and is displayed on the playground.

## Roles and responsibilities

### Staff

Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At Newall Green Primary, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school.

### What pupils can expect from staff:

- Implement the behaviour policy consistently.
- Model positive behaviour.
- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work as an incentive for others to follow.
- Use positive language whenever possible and as often as possible.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.
- Record behaviour incidents.

### Pupils

Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Newall Green Primary we aim to have a positive caring ethos and provide challenging well planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

### Pupils' code of conduct:

Communicated through our Rights Respecting Class Charters, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Model good behaviour, including when outside school.

## Parents

In order to support our children to become the best person they can be, Newall Green is committed to developing good relationships between school and home and working in partnership with the families of our children is essential. We ask that parents:

- support the school in its Behaviour Policy
- talk to their children about the school expectations of work and behaviour
- encourage children to discuss problems
- attend parent's evening and communicate with the school any concerns/issues which may affect their child's behaviour/learning
- encourage a positive attitude to learning
- attend parent and carer workshops where possible to support children's learning
- ensure that their child attends school regularly and on time
- ensure that their child wears the correct uniform at all times

## Our approach to positive behaviour.

**Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged.**

### Praise

We regularly praise the children for following the school's expectations for behaviour and achieving their personal best. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

### Houses

The classes in years 1-6 at Newall Green Primary are split into 3 houses – House Barnardo, House Frank and House Parks. 1 class from each year group is in each house. Every adult in school is responsible for awarding house points to pupils. House points are rewarded for children who work hard; model good behaviour and manners; and uphold our core values. These can be rewarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Each classroom can display points using the house points chart and record children's points as tallies. Adults can also use the Class Dojo app on their school tablets or computers.

By the end of the week, house captains will count up the total amount of house points the children in the class have earned, adding both the tallies from the class chart and Class Dojo app. The child with the most points will be awarded the class champion for the following week and will receive a lanyard to wear for the following week. On a Monday, the class champion can choose a friend to join them to sit on the golden table at lunch time.

At the end of each half term, the house points for that half term are added up. The children in the house with the highest number of house points receive a reward. This reward may be own clothes day, a film afternoon, outdoor games etc. The children can vote on which reward they would like.

### Celebration Assembly

Every Friday, children meet in their key stages where their hard work and good behaviour is celebrated.

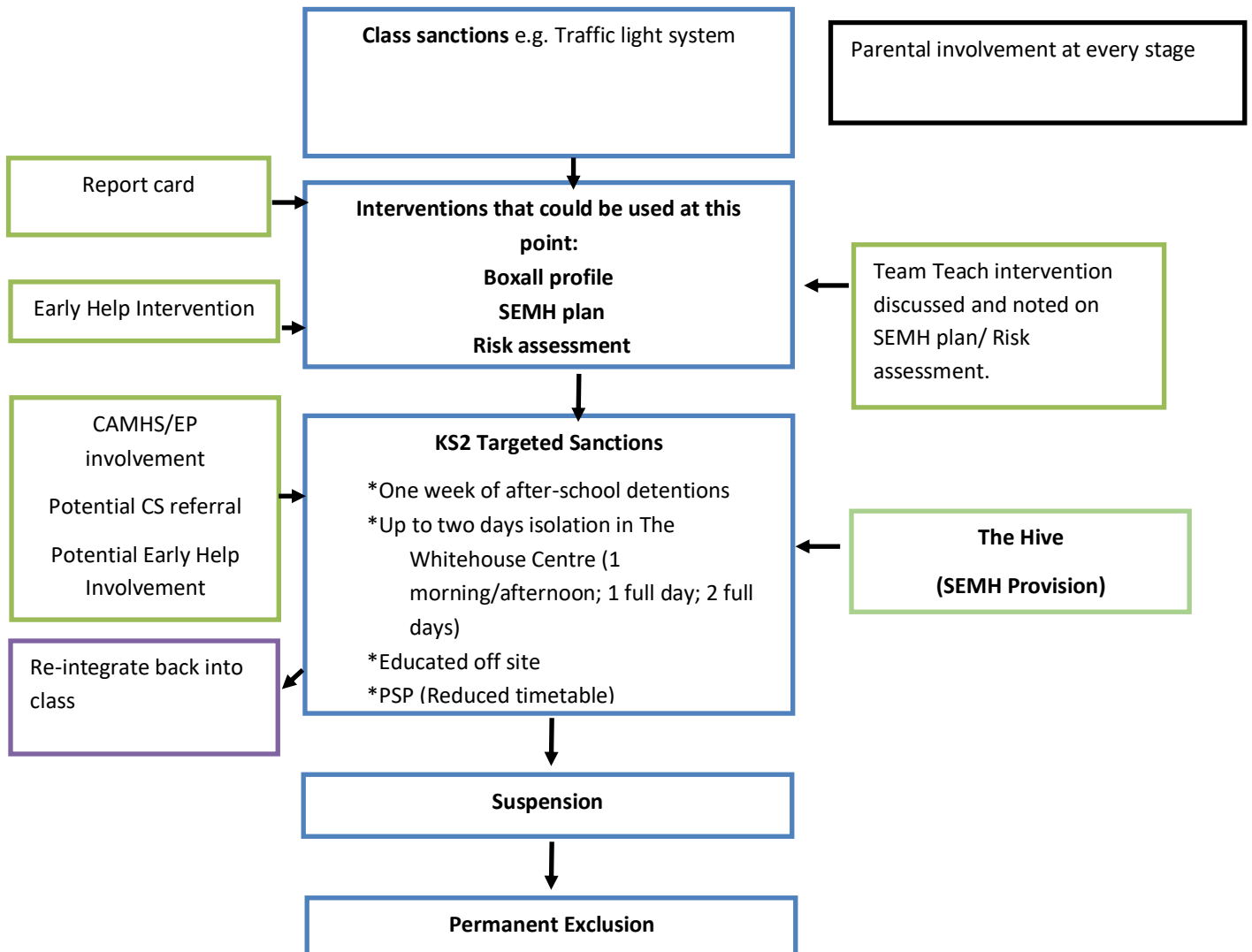
Two members of the class will receive either the Star of the Week or Rights Respecting award which is presented to them in front of their key stage (appendix F). During the assembly, teachers celebrate the achievements and behaviour of the pupils chosen and state why the child has achieved the award. They will also wear a lanyard for the following week.

During this assembly, children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.

## Our approach to negative behaviour

### Layers of sanctions

The Behaviour Policy and Class Charters are established with the children and apply throughout the school. At Newall Green we develop strong relationships with pupils and always support children to demonstrate positive attitudes to learning and to ensure other pupils do not have their rights infringed upon. The majority of our children demonstrate our Rights Respecting behaviour but we must address any breaches of our charter and our children need to take responsibility for their actions. We follow the flow chart below to direct us with our sanctions, if we feel that the sanctions for KS1/KS2 are becoming ineffective (*see Appendix A*).



### Each stage of the flow chart explained:

#### Class sanctions—The traffic light system

A traffic light poster will be displayed in each classroom at all times allowing any adult who is leading the class to use it. (*See posters displaying procedures for each EYFS and Key stage 1/2 in Appendix B*). In EYFS, the staff and children follow similar traffic light procedures to KS1 and KS2.

**Step 1:** Child will be given a reminder of expected behaviours. This will be communicated to the child through either a verbal or non-verbal cue depending on the child/situation. Teacher will write their name down on their copy of the lights on their desk, next to Step 1 (green). There will be no names on a display.

**Step 2:** Child will move to 'amber' on the 2<sup>nd</sup> reminder – this is now a warning. This will be communicated to the child through either a verbal or non-verbal cue depending on the child/situation. Teacher will write their name down on their copy of the lights on their desk, next to Step 2 (no names on a public display). Reset to green at start of next session.

**Step 3:** If the behaviour continues, the child will move up to red. Teacher will write their name down on their copy of the lights on their desk, next to Step 3 (no names on a public display). At this point the consequence will be a loss of 5 minutes of break/lunch (or next day break time if afternoon session), spent in the Reflection Space. In EYFS, a child will lose some provision time with some reflection with an adult afterwards. If a child reaches this step three or more times within a one week period, parent/carer to be notified as continuous low level disruption and recorded on CPOMS. You may also want to keep a record of this. Reset to green at start of next session.

**Step 4:** If the behaviour continues: 10 minutes of break/lunch (or next day break time if afternoon session) in the Reflection Space or, for EYFS, further thinking time. SLT to be notified and parent/carer contacted. If behaviour continues, consequences move to a severe clause. Reset to green at start of next session.

**Stage 5 - Severe-** if behaviour continues, contact a member of SLT (either by green button if required, or a phone call) who will come and ask the child to leave the classroom for immediate reflection. A decision will be made whether it is safe for a child to return to class. A phone call will be made to the parent/ carer to discuss the incident. In KS1/2, the child will then have a lunch/after school detention to make up for the missed work. If necessary, a SEMH plan will be put in place (depending on the severity) if the classroom system is not working for a particular child.

This is the only stage which a child can go straight to for the following reasons:

- Physical or verbal abuse towards child/adult that is directly witnessed, heard by a member of staff or has been thoroughly investigated by a member of staff and **is deemed to be very severe**
- Racist, homophobic or discriminatory comments made towards other children or an adult
- Bullying

### Detentions

Some behaviours may result in a break, lunch or afterschool detention (see appendix A) with either the class teacher or member of SLT. During the detention, the child will complete a Rights Respecting reflection sheet (appendix G) which must be signed by the adult administering the detention. If this behaviour continues over a period of time, the child may be put on a report card where their behaviour is reported on for each session throughout the school day. If the child's behaviour is not acceptable throughout the day, they will spend some time reflecting at break/lunch the next day.

### Interventions

At this stage the following assessments may take place:

**Boxall profile**—pinpoints specific learning and developmental needs that need targeting.

**SEMH Plan** - These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Behaviour Lead/ Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership (see Appendix C).

**Risk assessment** - We put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day (See Appendix D).

**Special Educational Need (SEN) record**—Children with serious or repeated behaviour difficulties may need to have a

SEMH (social, emotional, mental health) plan -in accordance with the special Needs Code of Practice and be logged onto the school SEN record system. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse. It is at this point that if we deem necessary a referral to Children's Services may be made.

**Team Teach**—We have some staff who are trained in positive handling (Team Teach) and on the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. This option is always discussed with the parents after the event and referred to on the SEP and risk assessment as a strategy to be used if a child puts themselves or others at risk frequently.

### KS2 Targeted Sanctions

If a child is not demonstrating Rights Respecting behaviour consistently and the traffic light system has proved ineffective, then the child, parents and school discuss the layered sanctions model and a further behaviour risk assessment is put into place. If the child is safe to stay in school but continues to display unacceptable behaviours after being on a report card for several weeks, then the child's three most common disruptive behaviours (e.g. hurting another child or member of staff; swearing at other children or at staff; refusing to take off their coat during lesson time) are discussed. The child, parents and school then agree that if the child does one of these things then we follow the sanctions below:

First instance: **One week of after-school detentions**

Second instance: **Up to two days isolation in The Whitehouse Centre** (1 morning/afternoon; 1 full day; 2 full days)

Third instance: **Educated off-site**

Fourth instance: **Pastoral Support Plan (PSP) - Reduced timetable**—If a child reached this stage of the layered model, then we would hold a multi-agency meeting to formulate a plan of support to prevent the possibility of fixed term exclusions this from happening. A reduced timetable may need to be put into place to ensure that the child's needs are being met safely in school. A PSP may also be necessary if a child has a period of lunchtime exclusions.

If at any point the child displays behaviour which is deemed unsafe to themselves or others then this will be dealt with on a case by case basis.

### Interventions

**The Hive** - The Hive is an Alternative Provision for children in KS1 and KS2 who have severe behavioural, social and emotional needs and who are persistently distracting the learning of other children in the whole class environment and are at risk of exclusion. The aim of the Hive intervention, is to enable the children to continue to follow the curriculum but to have a more flexible timetable for the day, which allows for more brain breaks or alternative approaches to learning, without distracting the learning of others. Every child within this intervention will be assessed using the Boxall Profile, which pinpoints specific learning and developmental needs that need targeting. We always aim to integrate the children back into their class when we feel their targets are being achieved. This provision enables children from other schools in the local area to access it through the admission process referred to in the Hive's Prospectus. *See Hive Behaviour Policy and Hive Prospectus.*

### Exclusion

In serious cases, where a child breaches the Behaviour Policy and is deemed unsafe to be in school the following sanctions may be necessary:

- Lunchtime exclusion—If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time, they will be required to be picked up by their parent / carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.

- Fixed term exclusion—At times it may be necessary to exclude a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
- Permanent exclusion—This would only occur when all interventions for support have been exhausted and staff believe that Newall Green Primary School is unable to further meet the pupils needs.

### Playtime and Lunchtimes

Our Rights Respecting charter applies at all times of the school day, including lunchtime and playtime. However, there are additional rules in place for those times so that all our pupils can be safe and happy.

- Stop and stand still once the first whistle is blown
- On the second whistle, line up quietly and safely
- If the children do not respond to the whistle and are not behaving in a safe manner they may be asked to practise lining up safely during the following playtime.
- Stand in line safely, no pushing or overtaking
- Speak quietly in the hall at dinnertime
- Walk quietly down corridors
- No playing in the toilets

If children require "time out" at lunchtime they will be told to sit on the corridor (KS1) or stand by the wall (KS2) in the playground for a specified amount of time, or until they are ready to behave appropriately.

#### Sanctions at lunchtime

1. Follow the school sanctions as displayed on KS1/KS2 sanction sheet (See Appendix A)
2. If a child continues then SLT will speak to the parents and the child will be asked to be off the premises at lunchtime for a specified period (*Pastoral Support Plan*). The length of which will be determined at the discretion of the Head in relation to the incident and reviewed fortnightly.

### Involving Parents/Carers

When parents are approached it should be to seek their help and support & inform them of any incidents which may cause their child to become distressed or anxious. Involving parents will, in most cases, follow these steps:

1. An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
2. The parents are asked to come in for a formal meeting with the class teacher or member of the senior management team and to support with after-school detentions.

**To set up positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally as well as by giving certificates.**

### Pupils with SEND

There are pupils for whom the rewards and sanctions might not be sufficient to support their individual needs. In these instances, due to the nature of the underlying issues that are affecting the pupil, extra in-class systems may be used by the teacher and those adults working with the pupil. If additional strategies are needed because of persistent behavioural issues the pupil must be on the school's SEND register for behaviour and all strategies used must be documented. In these cases, an SEMH support plan (appendix C) will be developed for these children. It is important

that all adults are aware of the reasons for the use of additional strategies and follow what has been set up in terms of the plan. Individual behaviour protocols will be shared with all relevant staff.

### The School Counsellor Intervention

Using our school vulnerability table, we select children who we feel would benefit from our school counsellor's intervention to address any social, emotional and behavioural needs the children may be experiencing. Our school counsellor will work with each child on a 1:1 basis to encourage them to become more confident and more able to establish positive relationships and friendships, as well as breaking down some of the barriers they may have towards their learning.

We also have Place2be counselling sessions available to six pupils per half term on a 1:1 basis and use Drawing and Talking and Lego Therapy for further support to address any social, emotional and behavioural needs.

### Incidents of Bullying and/or other intolerances.

As a Rights Respecting School, we hold the rights of the child at the centre of our school ethos and we believe that children and young people have a right to be protected from violence, abuse and neglect. Articles 28,29 and 31 of the United Nations Convention for the Rights of the Child state that all children have a right to education. Discipline in schools should respect young people's human dignity and enable them to access education in a respectful and nurturing environment. Bullying can cause great distress and both adults and children need to know what to do when this occurs.

Bullying can be addressed in a number of ways including 1:1 support for victims, through assemblies and class discussions and through the curriculum. Parents and children should know that they can share their worries with the class teacher, a member of the senior leadership team or a trusted adult in the school. Bullying will not be tolerated at Newall Green and allegations of bullying are taken very seriously and always investigated thoroughly. Please see the antibullying policy for further information.

#### Definition of bullying

Bullying is defined as repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Often repeated over a period of time, it can be difficult for those being bullied to defend themselves.

Bullying can take many forms but the main types are:

**Physical** - hitting, kicking, biting, pinching etc.

**Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling, insulting, making offensive remarks related to appearance.

**Indirect** - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, cyber bullying (which uses a variety of electronic forms of contact), racial harassment and racist bullying. Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong.

**Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion

**Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

**Homophobic** bullying.

**Discriminatory**- Bullying of pupils who have special educational needs or disabilities.

Pupils who are being bullied may show changes in behaviour, become withdrawn, or nervous, feign illness, have poor attendance. There may be changes in work patterns and lack of concentration in class. All staff must be alert to the signs of bullying and act promptly if they are suspicious. They should also encourage pupils to report any bullying. The school aims to fulfil its statutory duty to safeguard and promote the welfare of pupils in our care.

## Behaviour Logs

A robust system called CPOMS is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

## Serious incidents

On the rare occasion that a situation becomes unmanageable in the classroom, the green button will be activated on the class computer. This alerts all members of staff and those in a position to respond acknowledge this and do so immediately.

## Illegal substances within school

Please refer to the Drugs and Alcohol Policy.

## Internet Safety

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy.

## Use of mobile phones/smart watches

Mobile phones are not required in primary school. However, we understand that some pupils (particularly in Year 5/6) may need a phone for walking home independently or after-school arrangements. If a pupil brings a phone, it must be switched off before entering the school gate, it must be handed to the class teacher immediately on arrival so it can be stored securely during the day and will be returned at the end of the school day. Phones must not remain in bags, pockets or lockers. The school accepts no responsibility for loss or damage. Smart watches are treated the same as mobile phones. Please see Mobile Phone Policy for more information. If the Mobile Phone Policy is not followed, appropriate sanctions will be put in place (appendix a).

## [Additional Strategies to support inclusion](#)

It is important that within our school community both adults and children value their own as well as others' individuality, to ensure our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the behaviour lead will ensure that individual behaviour risk assessments are in place.

In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents / carers at home.

## Interventions/ outside agencies used to support behaviour management

- Outreach support from specialist provisions such as Bridgelea
- Observing pupils and advising on new strategies
- SEMH Plan
- Behaviour Risk Assessment
- Boxall Profile
- SEN referral
- Educational Psychologist/ Occupational Health/ Speech and Language assessments
- Reduced Timetable

- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants and Lunchtime Organisers on managing behaviour
- Delivering training on Behaviour Management
- TEAM-TEACH—Positive Handling Strategies
- Early Help Assessment/ Children's Services
- School based counsellor (non-statutory)
- Place 2 Be
- Parent Support classes e.g. Families First
- Support from other local schools—Educating children off-site

### Statement of Behaviour Principles

The Governing Body at Newall Green Primary School, have adopted the following behaviour principles as part of their duty to eliminate discrimination and safeguard and promote children's welfare:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Positive handling is used by staff who are Team Teach trained if deemed reasonable, proportionate and necessary, in line with Team Teach guidance and the Behaviour and Positive Handling policies.
- The behaviour policy is understood by pupils and staff
- The exclusions process explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupil's home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## KS1/KS2 Sanctions Sheet

<b>Bullying</b>	Inform parents. Break/lunch or after school detention or possible exclusion depending on severity.
<b>Deliberate racist/homophobic acts</b>	Inform parents. Break/lunch or after school detention or possible exclusion depending on severity.
<b>Class based incidents</b>	
Verbally abuse child/name calling	Traffic light system. If it is serious, send to member of SLT for an appropriate sanction.
Verbal aggression towards staff	KS2 - Break/lunch or after school detention. KS1- lunch detention.
Swearing	Traffic light system. If it is serious, send to member of SLT for an appropriate sanction.
Physically hurt child	Inform parents. Lunch or after school detention or possible isolation/exclusion depending on severity.
Waste time in class	Traffic light system. If behaviour continues, calculate time wasted to be paid back at break/lunch/after school.
Deliberate destruction of equipment	Traffic light system. If it is serious (e.g. purposely breaking furniture/window) then send for SMT.
Disrespectful in class	Traffic light system
Refusal to do work	Traffic light system. KS2 - if behaviour continues, calculate time wasted to be paid back at break/lunch/after school. KS1 - work to be sent home.
Refusal to follow adult instructions	Traffic light system. If behaviour continues, break/lunch or after school detention.
Running off/walking away from an adult	KS2 - Break/lunch or after school detention. KS1 - lunch detention.
Walk out of class	KS2 - Break/lunch or after school detention. KS1 lunch detention.
<b>Playground incidents</b>	
Physically hurt someone	Sent onto wall and lose rest of play or next play depending on time of incident. If it is serious, send to member of SLT for an appropriate sanction.
Deliberate destruction of equipment	Sent onto wall and lose rest of play or next play depending on time of incident.
Verbally abuse someone	Sent onto wall and lose rest of play or next play depending on time of incident.
Refusal to follow adult instructions	Break/lunch/ after school detention.
<b>Incidents online</b>	
Cyber bullying	Inform parents. Break/lunch or after school detention or possible isolation/exclusion depending on severity.
Sending hurtful or unkind messages	Inform parents. Break/lunch or after school detention or possible isolation/exclusion depending on severity.

Sharing inappropriate content	Inform parents. Break/lunch or after school detention or possible isolation/exclusion depending on severity.
Use of mobile phone in school	Inform parents. Break/lunch or after school detention or possible isolation/exclusion depending on severity.
<p><b>Uniform</b></p> <p>If a child is not wearing the correct uniform, see the steps below.</p>	
1 <sup>st</sup> day	Speak to pupil about their uniform. Inform office for reminder text to be sent.
2 <sup>nd</sup> day	<p>Text sent to parents and uniform provided for pupil from Eve.</p> <p>If pupil refuses to wear provided uniform:</p> <p>1<sup>st</sup> day of refusal – break time detention.</p> <p>2<sup>nd</sup> day of refusal – lunch time detention.</p> <p>3<sup>rd</sup> day of refusal – after school detention.</p>

**\*\* If any of the above incidents are deemed serious, child will be sent to member of SLT for an appropriate sanction\*\***

## Early Years Sanction sheet

**Nursery & Reception** use a traffic light system [ Green->Yellow->Red]

1<sup>st</sup> incident – Green - Verbal reminder

2<sup>nd</sup> incident – Amber - Verbal warning

3<sup>rd</sup> incident – Red – time out to reflect

4<sup>th</sup> incident – further reflection time

If their behaviour continues then call for a member of SLT.



<p><b>Class based incidents:</b></p> <ul style="list-style-type: none"> <li>Hurting someone</li> <li>Name calling</li> <li>Lying to an adult</li> <li>Non-compliance/ disruptive behaviour in class</li> <li>Deliberate destruction of equipment</li> <li>Swearing</li> <li>Verbal aggression to children or staff</li> </ul>	<p>Follow the Traffic light system - parent informed.</p> <p>If it is a serious assault on a child or adult, this will be dealt with on a case by case basis.</p>
<p><b>Playground based incidents:</b></p> <ul style="list-style-type: none"> <li>Hurting someone</li> <li>Name calling</li> <li>Lying to an adult</li> <li>Deliberate destruction of equipment</li> <li>Swearing</li> <li>Verbal aggression to children or staff</li> </ul>	<p>1<sup>st</sup> incident Verbal warning</p> <p>2<sup>nd</sup> incident Sent to the wall/thinking spot Parent informed</p> <p>Serious incidents sent to SMT</p>
<p><b>Biting</b></p>	<p>1st incident – Move to yellow and give time out. Inform parents.</p> <p>Further incidents – Take child to SMT</p>
<p><b>Bullying</b></p>	<p>Children separated and parents informed of the incident. Issue discussed in class through Circle time.</p>
<p><b>Deliberate acts of racist / Homophobic language</b></p>	<p>Parent informed and tackled in class through Circle time.</p>

\*\* If any of the above incidents are deemed serious, child will be sent to member of SLT for an appropriate sanction\*\*

**Step 4:** If the behaviour continues, you will have some more thinking time. Your parent or carer will be told.

**Step 3 - red:**

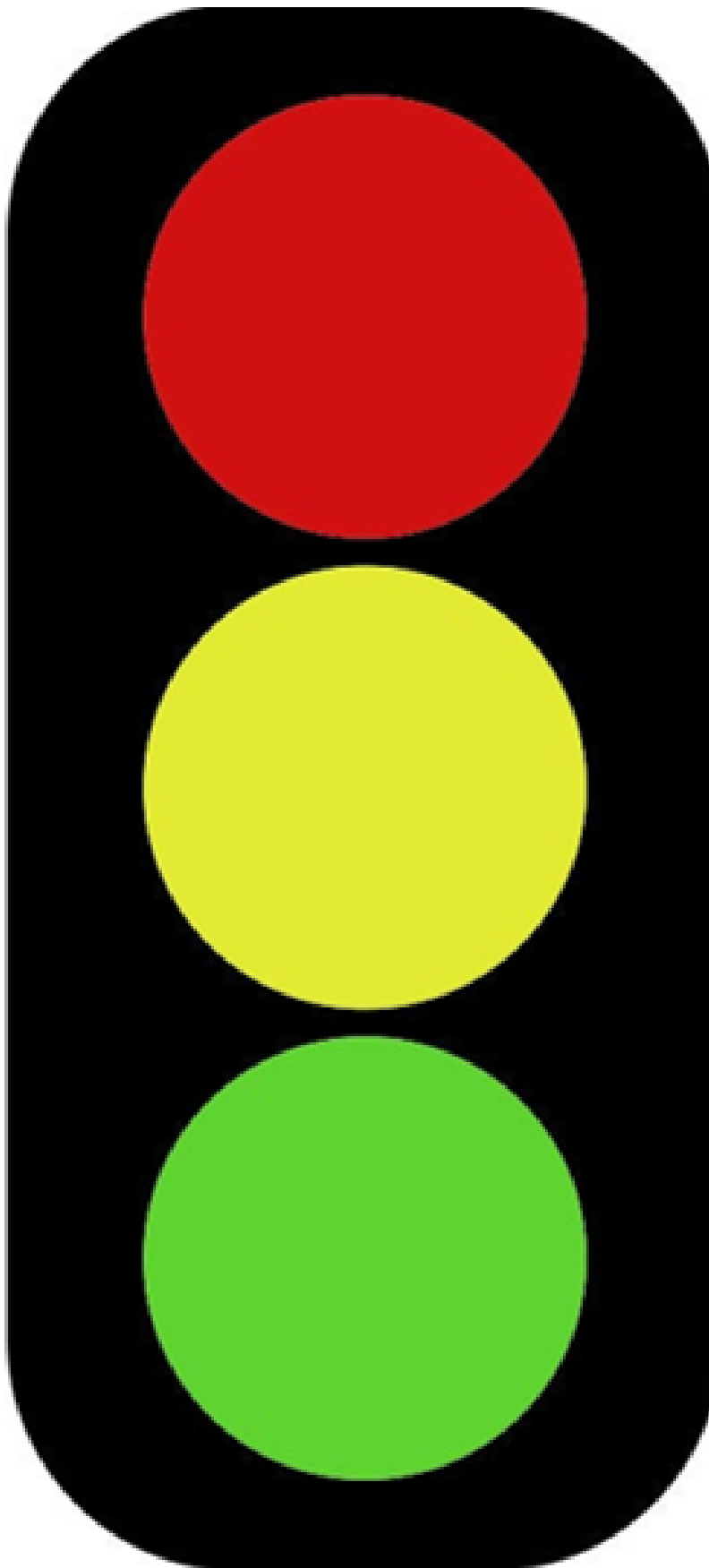
You will get another warning and have some thinking time.

**Step 2 - amber:**

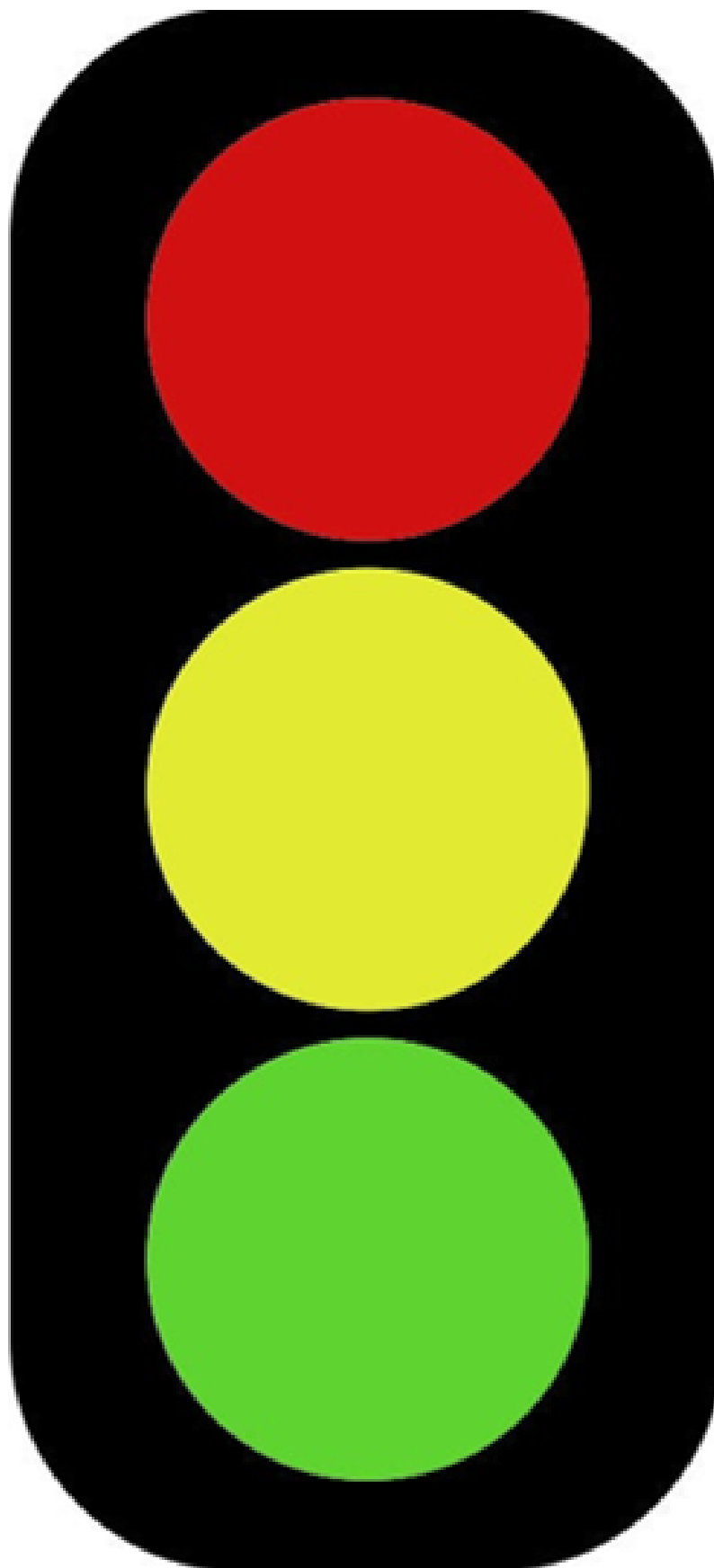
You will get a second reminder (warning) of our expected behaviours.

**Step 1 - green:**

Everyone starts every new session on green. If you are not making the right choices, you will get a reminder.



**Step 4:** If the behaviour continues, you will spend 10 minutes of break/lunch completing a reflection. Your parent or carer will be told.



**Step 3 - red:**

You will get another warning and spend 5 minutes of break or lunch completing a reflection.

**Step 2 - amber:**

You will get a second reminder (warning) of our expected behaviours.

**Step 1 - green:**

Everyone starts every new session on green. If you are not following our whole school charter, you will get a reminder of our expected behaviours.

## SEMH Plan for

Stage: **E**

Date of birth:

Gender: Female

Class:

Year group: 4

Teacher:

Start date: 9/9/2024

Review date: 7/2/2025

Plan number: 5



ABC

ABC

Antecedent	Behaviour	Consequence	Date	Evaluation
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### Zones of Regulation Communication Chart

#### What triggers have been identified?

When finds a task hard instead of trying the task she uses behaviour to avoid the task.

needs strict boundaries and routines otherwise she will push boundaries but cannot deal with free choice or free time.

#### What are the Zones of Regulation?

Blue Zone - sad, sick, tired, bored, lethargic

Green Zone - happy, calm, feeling ok, focused, ready to learn

Yellow Zone - frustrated, worried, silly/wiggly, excited, loss of some control

Red Zone - Mad, angry, terrified, yelling/hitting, elated, out of control

### Stage 1 (Blue Zone): How best to support me:

How I might communicate:	What adults think this means:	What helps:	Scripts
may have her head down on the table, refusing to engage in work or follow instructions.	is tired and/or does not find the task of interest to her.	If setting out clear instructions and talking through expectations does not work, allow 30 mins sleep (as stated in the EHCP plan_ through break or lunch in the Hive.	we know you are tired, have a lie down in the Hive at break / lunch and you will have to complete your work when you are awake.

### Stage 2 (Green Zone): How best to support me:

How I might communicate:	What adults think this means:	What helps:	Scripts
Happy, chatty and pleased to show finished work.	has fully understood the task and is proud that she has completed the work.	Give praise - champion points.	Well done - amazing work.

### Stage 3 (Yellow Zone): How best to support me:

How I might communicate:	What adults think this means:	What helps:	Scripts
Shout, uses arm gestures, gives a funny look(scowl).	This means is frustrated and showing signs of anxiety.	Calmly speak to and reassure her regarding the issue. Give her time to ask questions and accept the answers.	I can see you are worried .....I can explain .....Let's talk about what is worrying you.

**Stage 4: (Red Zone): How best to support me:**

How I might communicate:	What adults think this means:	What helps:	Scripts
will shout, ignore the adults and will run at someone who is annoying her, attacks and adult or child.	is in crisis and dysregulated.	needs time out of the classroom to calm - anything arty will distract	Let's go outside for some calm time... we need to stop and take deep breaths.

**Signatures**

Parent \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Pupil \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

SLT \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

## Risk Assessment for

Stage: **E**

Date of birth: \_\_\_\_\_ Gender: Female Class: \_\_\_\_\_ Year group: 4

Teacher: \_\_\_\_\_ Start date: 1/9/2024 Review date: 7/2/2025 Plan number: 5



### Positive Handling

#### Team Teach:

Team Teach strategies including various means of de-escalation and positive handling may be used to keep the pupil named in this plan, other pupils and staff safe. Upon signing this plan, parental consent is being given for such strategies to be used.

**Pupil Risk Assessment Evaluation: Record whether known hazard or opinion, if the action is deliberate, accidental or involuntary who is at risk (tick those that apply). Rate 1-5 (1-low risk/severity, 5 high risk/severity).**

Hazards/behaviours	Known hazard	Opinion	Deliberate	Accidental	Involuntary	Child at risk	Peer at risk	Staff at risk	Others at risk	Likelihood (A)	Severity (B)	Risk Rating (AxB)
Harm to self	Yes	No	Yes	No	Yes	Yes	No	No	No	2	2	4
Harm to peers	Yes	No	Yes	No	Yes	Yes	Yes	No	No	2	3	6
Harm to staff	Yes	No	Yes	No	Yes	Yes	No	Yes	No	1	5	5
Damage to property	Yes	No	Yes	No	Yes	Yes	No	No	No	1	5	5

Hazards/behaviours	Known hazard	Opinion	Deliberate	Accidental	Involuntary	Child at risk	Peer at risk	Staff at risk	Others at risk	Likelihood (A)	Severity (B)	Risk Rating (AxB)
Class disruption	Yes	No	Yes	No	Yes	Yes	Yes	Yes	No	3	3	9
Absconding	Yes	No	Yes	No	No	No	No	No	No	2	5	10
Ability to evacuate safely	No	Yes	No	No	Yes	No	No	No	No	1	5	5
Toileting	No	No	No	No	No	No	No	No	No			
Onset of medical condition (acute)	No	No	No	No	No	No	No	No	No			
Management of chronic medical condition	No	No	No	No	No	No	No	No	No			
Allegations against staff	No	No	Yes	No	Yes	No	No	Yes	No	1	5	5
Other hazards/behaviour	No	No	No	No	No	No	No	No	No			

### Signatures

Parent

\_\_\_\_\_

Signed

\_\_\_\_\_

Date

\_\_\_\_/\_\_\_\_/\_\_\_\_

Pupil

\_\_\_\_\_

Signed

\_\_\_\_\_

Date

\_\_\_\_/\_\_\_\_/\_\_\_\_

## Class Charter guidance

Class charters need to be set up and changed every half term for the first PSHE lesson. A class charter is an agreement to support a positive learning environment and to make the CRC more prominent and relevant for the children. It is an agreement or framework for both adults and children on how to respect each other's rights. It not only provides an opportunity to learn about specific articles from the CRC and create a rights respecting ethos in the classroom. A charter is not intended to be a set of rules. The term *responsibility*, should only be used when referring to what adults will do as Duty Bearers to uphold children's rights. Children do not have any responsibility in order to access their rights. Rights are unconditional but hopefully they will develop responsible behaviours through respecting their rights and those of others.

### How to create a charter:

- 1. Children should lead a discussion about which articles are the most relevant to them in their class context.
- 2. As a class, decide on two or three articles to focus on. You could have a class vote or create a diamond 9.
- 3. Write the chosen articles in child-speak language but make sure that you do not lose the accuracy in the meaning e.g. article 31: *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities* can, in a nursery setting, become *The right to play (31)* but not *The right to toys*.
- 4. Use the article numbers, at all ages, to show that it belongs to something bigger (CRC) rather than just a nice idea and helps them to become more familiar.
- 5. On one side of the charter, agree the actions for children as rights holders and actions for adults as duty bearers on the other side. How can rights holders and duty bearers work together and individually to respect the chosen rights?
- For example, "We have agreed that the right to have your voice heard will be on our charter – how will you respect this right for yourself and for each other? What will adults (duty bearers) do to ensure you can enjoy this right in class?" This may begin with a long list of suggested actions which will need to be streamlined or whittled down through discussion, agreement and, perhaps, more voting.
- 6. Children need to sign or show their agreement in some way – this could be their photographs, signatures or handprints around the charter.

The charters do not all need to look the same and each class should feel free to be creative with their display but they should all have the same content.

All charters must:

- Have child friendly description of rights.
- Actions for children (rights holders) to respect the rights of others and themselves.
- Actions for adults (duty bearers) to ensure that rights are being upheld and respected.



### Who are Duty Bearers and Rights Holders?

At Newall Green Primary School all adults and pupils have been made aware of their roles as Duty Bearers and Rights Holders.

The United Nations Convention on the Rights of the Child (UNCRC) applies to all children and they are **Rights Holders**. Adults such as parents, teachers and local government are **Duty Bearers** who help children and young people to enjoy their rights.

In a Rights Respecting school it is important the adults, children and young people understand rights as **inalienable, universal, unconditional, inherent and indivisible**. Rights are unconditional – they are not dependent upon a responsibility and cannot be taken away. Because they are universal, however, children and adults should show rights-respecting behaviours. In this way individual children can both **enjoy their own rights and respect the rights of others**.



A	B	C	D	E
Rights are for ALL children.	Rights are there at BIRTH.	Rights CANNOT be taken away.	Rights DO NOT have to be earned.	All rights are EQUALLY important.
UNIVERSAL	INHERENT	INALIENABLE	UNCONDITIONAL	INDIVISIBLE

The United Nations Convention on the Rights of the Child (UNCRC) applies to all children and they are **Rights Holders**. Adults such as parents/carers, teachers and local government are **Duty Bearers** who help children and young people to enjoy their rights.

In this room your Duty Bearers are:



We know that rights are...



**Inherent**

Are ours from birth



**Inalienable**

Cannot be taken away



**Indivisible**

Cannot be spilt apart, come as one



**Universal**

apply to all



**Unconditional**




Cannot have conditions to them

 **Rights Respecting Award** 

To \_\_\_\_\_ Class \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

 *Aiming high to reach our goals*




Class.....  
is our

**STAR OF THE WEEK**

For.....

Date:.....





*Aiming high to reach our goals*

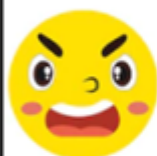
# Reflection sheet

For the child to complete with adult who is supervising detention

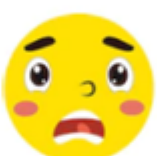
Name:..... Class:..... Date:.....

Why do I need to reflect? What did I do?

How has this made me feel?



angry



scared



disappointed



nervous



confused



other

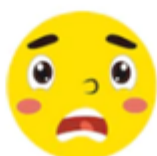
Why did I make this choice?

Who has my choice affected?

How has this made them feel?



angry



scared



disappointed



nervous



confused



other

