

**Newhampton Church of England
Schools Federation**

Behaviour Policy

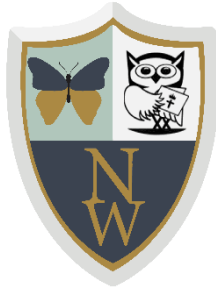
Newtown Church of England Primary School

&

Welshampton Church of England Primary School

Agreed by the FGB Autumn 2025

Review by Autumn 2027



Values and Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine”

Matthew 5:16

‘Let your light shine’ encapsulates the school’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

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Section 1 -Introduction

Newhampton Church of England Schools Federation promotes exemplary behaviour as the foundation of effective learning. Everyone is expected to uphold high standards, take responsibility for their actions, and support others in doing the same. This reflects our vision: *'Growing together in strength, love and wisdom, we shine'*.

Our Behaviour Policy focuses on teaching self-discipline, not blind compliance, through our Christian values of Strength, Love and Wisdom. It emphasises respect, partnership in addressing poor conduct, and proactive interventions that support staff and pupils.

This document outlines our aims and strategies for fostering positive behaviour. Effective discipline stems from strong relationships and clear expectations, guiding children towards self-esteem, self-discipline, and ultimately self-regulation.

Core Principles

The core principles of behaviour at Newhampton Church of England Schools Federation are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- **Consistency – For our Behaviour Policy to succeed, everyone in the school community must act with a shared, consistent approach. This doesn't mean identical rules for every child, but a commitment to respond to each situation with the same positive outlook, focusing on strengths and seeking the positives.**

The fair and consistent implementation of this policy is the responsibility of all staff.

Aims

We are a caring community, whose values are built on mutual trust and respect. We aim to be the most supportive, caring and kind school in the area – and earn a reputation for it. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone
- To have a clearly structured policy that is applied throughout the school in a consistent manner
- To deal with inappropriate behaviour quickly and efficiently
- To keep parents well informed about the behaviour of pupils
- To foster an atmosphere of mutual support with the implementation of the behaviour policy

Expectations (all stakeholders)

At Newhampton Church of England Schools Federation we:

- as adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- strive to make positive relationships with each other
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- reward good behaviour.
- provide encouragement and stimulation to all pupils.
- treat all children fairly and apply this policy in a consistent way.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Section 2

Charter of Rights and Responsibilities

The existing code of conduct was reviewed with pupils and staff and has been adapted as follows:

We all have the ***right***:

1. To receive a good and enjoyable education, which is broad and balanced.
2. To be provided with a safe and secure classroom environment.
3. To be listened to and to have opportunities to express opinions.
4. To good quality resources.
5. To teachers and adults who are caring and fair.
6. To have fun and enjoy our time in school.
7. To friendships and to work cooperatively with others.

We all have the ***responsibility***:

1. To work and learn to our full potential by always doing our best.
2. To look after our classroom, class resources and school environment.
3. To ask for permission before using or touching the belongings of others.
4. To listen to and to respect the opinions of others.
5. To be respectful and helpful to all adults.
6. To behave in a sensible and mature way at all times.
7. To look after each other.

Each class in school has the same set of rules: **Be Ready. Be Respectful. Be Safe**

All behaviour in school is underpinned by these three school rules.

Rewards

We will reward positive behaviour through:

Praise

Actively looking for positive behaviour - praise those pupils who are behaving well, rather than focusing on the negative.

Stickers and positive notes / phone calls etc may be given to reinforce positive behaviour.

Children may be sent to other members of staff for praise.

Headteacher's Praise – given to reward effort, achievement and attainment. Praise will be given and a Headteacher sticker may be awarded

Certificates of Achievement

A weekly award given by the class teacher, with the contribution of the class, and presented during Celebration Worship. The children's names will be recorded in the weekly school newsletter. Class teachers may give out additional class awards.

Section 3

All staff should follow the guidelines contained in the behaviour and discipline matrix.

In every incident the unacceptable behaviour will be explained to the pupil and they will have the opportunity to explain their actions.

***adults will follow responses as far as is deemed appropriate.**

Section 4 – Implementation of the policy and additional information

How the policy will be implemented in our school

Classroom Behaviour Matrix	
Level 1 – Minor Inappropriate Behaviours (Only recorded on CPOMS if parent is informed)	
Behaviour may include	Adult responses may include (class):*
Interrupting others Spoiling the games of others Avoiding work/ wasting time Being noisy/ excessive talking Running inside school Play fighting/ rough play Hindering other pupils Cheekiness Disruption of learning Teasing	Appropriate body language / Praise someone displaying appropriate behaviour ↓ First warning ↓ Second warning ↓ Parents informed ↓ Involvement of SLT if behaviour persists Potential use of individual behaviour system
Level 2 – Major Inappropriate Behaviours (always reported to class teachers and only recorded on CPOMS if parents informed) For all incidents children will complete a reflection sheet (See appendices)	
Behaviour may include	Adult responses may include (class):*
Rudeness to / Arguing Lying Refusal to follow adult instruction Inappropriate name calling Inappropriate physical contact <i>(i.e. kicking, hitting, pushing)</i> Swearing	Discussion with class teacher ↓ Parents informed ↓ Involvement of SLT ↓ Regular incidents will lead to class teacher meeting with parents. Potential use of individual behaviour system
Level 3 – Serious Unacceptable Behaviours – Always recorded on CPOMS. Parent always informed. For all incidents children will complete a reflection sheet (See appendices)	
Behaviour may include	Adult responses may include (class):*
Vandalism Dangerous refusal to follow instructions Bullying Theft Severe inappropriate physical contact Inappropriate sexual contact Verbal abuse of staff Threatening behaviour	Involvement of Senior Teacher ↓ Parents contacted ↓ Involvement of other agencies ↓ Suspension (Repeated incidents could lead to exclusion)
Level 4 – Severe Incidents – Always recorded on CPOMS. Parents always informed. For all incidents children will complete a reflection sheet (See appendices)	
Behaviour may include	Adult responses may include (class):*
Racial/Homophobic abuse Physical fighting <i>(where an adult has to physically intervene for the safety of the children)</i> Physical abuse of staff Severe threatening behaviour	Involvement of SLT ↓ Parents contacted by SLT ↓ Involvement of Headteacher ↓ Possible pupil planning meeting ↓ Suspension (Repeated incidents could lead to exclusion)

Transparency with Children

Children may not always see immediate consequences for poor behaviour. The school will be clear and age-appropriate in explaining boundaries and consequences to reassure pupils that action is taken.

Classroom Management

Classroom organisation and teaching methods strongly influence behaviour. Positive relationships, clear expectations, well-arranged spaces, and engaging displays all signal that children and their efforts are valued.

Senior Leaders

Senior leaders support staff rather than act in isolation. They model consistency and never use their involvement as a threat. Pupils will not be sent to other staff or SLT as punishment.

Senior leaders will:

- Meet and greet learners daily
- Celebrate exceptional effort
- Share good practice regularly
- Support staff with complex behaviour
- Use data to review and improve practice
- Review provision for pupils beyond policy scope
- Maintain visible presence, especially during transitions

Individual Needs

Behaviour strategies are not one-size-fits-all. Some pupils may need tailored approaches. Staff should consider changes in circumstances and apply discretion where appropriate. Different rules may apply for different children when necessary.

Safeguarding procedures will be implemented immediately if concerns about a child's life outside school arise.

Children's Views

Rewards and consequences were developed with input from staff and pupils. Children's views remain central through School Parliament meetings and a Headteacher suggestion box.

Supporting Victims of Unacceptable Behaviour

Staff must support any child affected by poor behaviour. This may include conversation, time out, reflection sheets, parent communication, or other appropriate measures.

Inclusion

All children, regardless of age, gender, background, ethnicity, or ability, will understand this policy and receive equal treatment in rewards and consequences.

Racist/LGBT Discrimination

Racist incidents involve using racial characteristics to discriminate or offend. Homophobic incidents involve actual or perceived sexuality used to discriminate or offend.

SLT will consider context, age, and other factors before acting.

Internal Suspension

Used only when leadership deems it necessary for safety or to establish facts. Parents are always informed. Missed sanctions (e.g., playtime) will be completed upon return.

Suspension

Fixed-term, at the Headteacher's discretion. May include lunchtime removal or days away from school. Parents are informed by phone when possible and receive written confirmation within 24 hours.

Exclusion

Permanent and only as a last resort after all efforts to improve behaviour have failed. Decided by the Headteacher in consultation with Governors and LA. Parents are involved throughout. The school recognises the long-term impact of exclusion and seeks to avoid it wherever possible.

Wraparound Care

The school is not legally required to provide care outside normal hours and may withdraw places in before/after-school clubs if behaviour causes distress or safety concerns. Decisions rest with the Headteacher. Parents will be informed by phone and receive written confirmation within 10 days.

Alternatives to Exclusion – Restorative Conference

A meeting involving a senior leader, teacher, learner, parent/guardian, and governor will review progress, needs, and behaviour. Agreed actions form a final warning; failure to comply moves the process forward. Engagement is strongly encouraged - refusal may lead to further action.

Impact of Mobile Phones on Behaviour

Pupils must not use or bring mobile phones or recording devices to school, except in exceptional cases (e.g., walking alone). Phones must be stored in the office and are not allowed on trips. See Mobile Phone Policy for details.

Physical Intervention

Physical intervention is rare and follows DfE guidance on 'Use of Reasonable Force' (2012).

Key points:

- All staff have legal power to use reasonable force, including volunteers under Headteacher direction.
- Force is used to control or restrain, applying no more than necessary.
- Examples: guiding a pupil to safety, breaking up fights, preventing harm or disorder.
- Force must never be used as punishment.
- Reasonable adjustments apply for disabled and SEN pupils.

Success Criteria

- Parents informed of policy and rules
- Consistent use of rewards and consequences
- Focus on positive behaviour
- Staff confident in managing behaviour
- Improved teaching and learning
- Positive school atmosphere

Behaviour Improvement Support Plan

For pupils struggling to meet expectations, a tailored plan supports self-regulation.

Process:

- Record behaviours
- Analyse patterns and triggers
- Meet with parents to design plan
- Weekly reviews until resolved

If progress is poor: involve SLT, LA inclusion team, further assessments, and offer Early Help if parental engagement is lacking.

Children on a plan need SLT approval for extra-curricular activities.

CPOMS Record

Complete for Level 2–4 incidents, when appropriate,

Include:

- Pupil details
- Incident description (objective and detailed)
- Context and responses
- Consequences and next steps