

Newington Community Primary School



BEHAVIOUR POLICY

2025-2026

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By:	Robyn Harrison, Assistant Headteacher
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	September 2026

Governing Board Statement of Behaviour Principles

The school is committed to safeguarding and promoting the welfare of children and expects all members of the school community to share in this commitment.

Everyone at Newington Community Primary School wants the school to be a happy, successful and safe place to learn.

The Governing Board has therefore established the following principles upon which the Behaviour Management policy at Newington Community Primary School is based:

- The establishment of a strong behaviour policy to support staff in managing behaviour, including the use of school responsibilities (rules), rewards and sanctions. This policy is to be reviewed by the Governing Body annually.
- Recognition that it is the Headteacher and staff's statutory authority to discipline pupils for misbehaviour which occurs in school and, in some cases, outside of school.
- Provision of a range of effective strategies to respond to different behavioural issues and which are proportionate to the level of misbehaviour that occurs.
- Provision of an effective Anti-Bullying policy giving specific guidance and support to prevent and deal with cases of bullying.
- Provision of a clear Home School Agreement setting out the expectations for all members of the school community.
- Requirement for the Headteacher and staff to monitor and track key behavioural issues and maintain a continuous review of behaviour management procedure.
- Provision of appropriate behaviour management arrangements with regard to safeguarding and the promotion of the welfare of children and to its general duty to eliminate discrimination under Section 149 of the Equality Act 2010.
- Requirement for staff to follow the latest guidance concerning 'Use of Reasonable Force', teachers' powers to screen and search pupils and the power to discipline beyond the school gate.
- Requirement for the Headteacher to draw on advice set out in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when dealing with an investigation into staff misconduct.

This statement of principles is reviewed annually alongside the behaviour policy.

This statement was reviewed by the Full Governing Body in October 2025

Whole School Ethos

Newington Community Primary School is committed to building a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers and active learners with transferable skills who have an appetite for learning.

At NCPS all pupils are valued inspired and respected within our happy, welcoming community. We set high expectations for all our pupils.

Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At Newington Community Primary School, we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence, self-management and autonomy in their learning.

Ambition, Achievement, Aspiration

Our school is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

Aims

Our policy aims to give clear guidance to children, staff and parents of what is expected of learning behaviour within Newington Community Primary School. It provides a framework in which outstanding teaching and learning can take place. We believe in the consistency of our values and the embedding of our ethos throughout every part of school life.

The core aims of our Behaviour Policy are:

- To promote and develop empathy and respect for self and others.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To develop an awareness of and adherence to appropriate learning behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate learning behaviour from everyone.
- To acknowledge that the maintaining of good learning behaviour within the school is a shared responsibility.
- To ensure that positive learning behaviour is always recognised.
- To work within a positive, proactive, reflective and restorative approach to learning behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.

This is a school where little things are not ignored, where positives are praised and rewarded, and negative learning behaviour is challenged. Adults and children say no to inappropriate learning behaviour and discuss it openly as a way of ensuring a positive effective approach.

Values

At Newington Community Primary we believe wholly in our core values of **morality, curiosity, grit, zest, collaboration, versatility and respect** and weave them into every aspect of our school life.

Each value is visited per term and reinforced through assemblies and daily teaching to ensure that every pupil at NCPS understands what our ethos entails.

The Behaviour Ladder at NCPS

At NCPS we implement a ladder system which is a simple, visual representation of the choices that each child makes throughout the day. It is based on the principle that every day is a fresh start for each child, and that positive behaviour is consistently recognised and negative behaviour is noticed and challenged.

Every child starts their day on “green” and can work their way up the ladder to blue, purple and then gold through positive behaviour. Such behaviour may include particularly hard work, good teamwork, kindness, determination or overcoming a particular area of difficulty. For days when a child has consistently shown such positive behaviour and has worked his or her way up to “gold”, this will be reported to parents via a “golden ticket” and celebrated in school both in class and as a wider school community.

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For children who experience difficulties with their learning or behaviour, teachers may reward seemingly small steps, in recognition of the level of effort made by those children. Teachers will reflect on each individual child's needs and experiences when assessing what is worth a step up the ladder e.g. for some children who struggle to regulate their attention, they may have their name moved up for completing a piece of work with improved levels of focus. Other discretionary acknowledgements may include praiseworthy acts such as supporting a peer, being polite or helpful or achieving a personal goal.

Conversely, where a child displays negative behaviour, such as poor learning behaviour, low level disruption, rudeness or unkindness, he or she will move down the behaviour ladder. Persistently poor or challenging behaviour will result in moving down from green to yellow and then to orange and red. Where a child's name is put to red at any point during the day, parents or carers will be informed (either face to face, or via Seesaw) and some playtime may be missed for the child.

Any member of staff can ask a child to move his or her name up or down the ladder for behaviour according to behaviour seen. For example if a child is particularly polite, kind or helpful, a staff member should comment and ask him or her to move his or her name up, and if a child is observed to show behaviour that is not acceptable, he or she can be asked to move down.

Any act of aggression towards a child or adult will result in the child's name being moved straight to red and parents or carers will be informed by a member of SLT.

Further examples of Rewards at Newington Community Primary School are:

- Newington Winner of the week / Term.
- Visiting the Head Teacher or Senior Leadership Team for praise.
- A letter or phone call home
- The use of stickers.
- Superstar Citizen.

Managing Learning Behaviour

At Newington Community Primary School, we encourage and reward good learning behaviour.

We set out to foster a caring atmosphere where children are encouraged to develop their natural talents and abilities. High standards of learning behaviour and respect for others are expected at all times.

Through our curriculum at NCPS, we believe that an appropriately structured curriculum and effective learning contribute to good learning behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor learning behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

Any significant incident of poor learning behaviour will be recorded on CPOMS and reviewed by the behaviour team on a weekly basis. Where consistently poor behaviour is seen, the use of an "Involvement card" may be introduced where the child reports after each session to the behaviour team.

Class Contract of Agreed Learning Behaviour

All children, at the start of a new year, help to write their class contract of agreed learning.

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Some of their aims may be to listen carefully to the class teacher, try their very best, play co-operatively in the playground, and follow instructions the first time they are given or respect others and their property.

The children all agree and sign their name at the bottom of the contract. It is then displayed in class. The class teacher when rewarding good learning behaviour will refer to it.

Behaviour Mentor

The Behaviour Mentor will provide support and pastoral care for all children within Newington Community Primary School. Their role also encompasses providing support, suggestions and advice to staff and parents in matters of learning behaviour.

The main aspect of the Behaviour Mentor's role is work closely with the children who find it hard to show positive learning behaviour. They will be responsible for ensuring that these children are met with regularly (in some cases, daily) and given nurturing support to all allow them to access all aspects of the school day.

Should a teacher become increasingly concerned about a child's learning behaviour; a referral will be made to the Behaviour Mentor via the behaviour lead.

A meeting will be held with the class teacher and parents to discuss learning behaviour strategies and the way forward. If deemed necessary, a learning behaviour plan will be set up and a risk assessment will be carried out.

The child will be timetabled to see the Behaviour Mentor on a weekly basis either as an individual or with a group.

The Behaviour Mentor will act as a form of support for both staff and children and will advise on strategies and resources.

A Restorative Approach

Whilst encouraging and praising positive learning behaviour, we realise that some children may experience difficulties in achieving these expectations.

If a child chooses to break an agreed rule, the style of the reprimand should be non-humiliating and non-labelling.

Staff will endeavour to avoid confrontation and deal with incidents using the agreed procedure. At Newington Community Primary School we encourage children to realise that their actions are a result of the choices that they make and that there are consequences accordingly. We support this process through a Restorative Approach; all children are given the opportunity to voice their views and reflect upon an incident. They are then provided with an avenue in which to 'put it right'. The structure to this approach is as follows:

What Happened?

Why?

How can we put it right?

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If a child has reached “red” he or she will be sent to Apollo or a member of SLT where the situation will be discussed. On returning to the classroom, an apology will be made, which is the beginning of the restoration and his or her name will be moved up to orange. He or she can then continue to move up the ladder as far as “green”, allowing a positive end to the day, where more encouraging conversations can be held with the parent or carer.

Persistently negative behaviour – repeatedly being on “red”

Stage 1 - If negative learning behaviour persists e.g. twice or more on red in one week, the child may be placed on “Involvement card” and parents will be informed and strategies discussed.

Stage 2 - If no improvement is seen, following 2 weeks of an involvement card, parents/carers may be invited in to meet with Class Teacher and Assistant headteacher/SENCO/ Behaviour Mentor to discuss how to move forward.

Stage 3 – Parents/carers will be asked to come into school to discuss their child’s behaviour and next steps which may include developing a Behaviour Support Plan. During this time, the school will decide on ways to best support the child’s positive behaviour, which may include spending time working in Apollo, alternative playtime provision and other measures the school and parents feel are appropriate and productive.

Lunchtimes and Playtimes

We believe at Newington Community Primary School that prevention is the key to a happy and safe lunchtime, and, to this end we aim to provide a stimulating and safe playground environment.

The same principles outlined above will be applied in the playground. Where children show helpful or kind behaviour, they will move their name up, where negative behaviour is seen, they will move it down.

Any act of aggression towards a child or adult will result in the child’s name being moved straight to red, being removed from the playground and sent to a member of the senior leadership team. Parents will be informed.

Children are regularly reminded about playground expectations and specific support is offered to children who may find playtimes more challenging.

Children involved in a low-level incident at lunch time i.e. unkindness, name calling etc will be given a time out for 5 minutes on one of the benches situated on the playground, by the adult who initially dealt with the concern. If this behaviour continues the child will be sent to Apollo where they will receive a further “Time Out”.

Adults will then apply the Restorative Approach i.e. **What Happened? Why? How Can We Put it Right?** and ensure that the situation has been rectified.

The Behaviour Mentor will then take further action if needed (i.e. reflection time, further or prolonged removal from the playground if deemed necessary).

Such incidents will be recorded on CPOMS.

If there is a series of concerning incidents Miss Harrison (Assistant Head Teacher) and Holly Dube (Behaviour Mentor) may invite parents in to discuss alternative lunchtime provision e.g. going home for lunch or indoor playtimes.

Serious Incidents

Serious breaches of school rules will result in the child being sent immediately to the Senior Leadership Team. If deemed necessary, an instant sanction will be given and additional consequences issued.

Exclusion

In extreme circumstances a child may be excluded from school. Reasons for exclusion may include:

- The safety of that child.
- The safety of the other children and staff.
- To enable the education of the other children to continue.

In the event of an external exclusion or suspension, the school will follow the guidelines laid out by the Local Authority and parents will be fully informed. Children and parents will be expected to attend a reintegration meeting with Miss Tudor (Headteacher) or Miss Harrison (Assistant Headteacher).

Responsibilities

Staff will:

- Promote Newington core values at all times
- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote and model respect, morality and forgiveness
- Provide a caring and effective learning environment
- Encourage relationships based on understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability or background
- Show appreciation for the efforts and contributions of all
- Promote a love of learning
- Identify reasons, patterns and possible triggers for behaviour
- Form positive, professional relationships with parents so that all children understand that the key adults in their lives share a common aim

Children will:

- Embrace the values of Newington Community Primary School
- Follow the behaviour golden rules, playground rules and e-safety agreement
- Demonstrate positive learning attitudes
- Work to their best of their ability and allow others to do the same
- Ensure relationships within peer groups are based on understanding and kindness
- Show respect for the school community
- Be reflective and responsible for their own behaviour
- Inform school adults of incidents related to themselves and others

Parents will:

- Support the values of the school
- Make children aware of appropriate behaviour in all situations
- Be responsible for safe, age-appropriate use of the Internet, including social media
- Encourage independence, self-discipline and empowerment
- Make sure that children arrive at school, dressed in full school uniform and ensure that they are collected on time
- Foster positive and respectful relationships with school staff

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- Support the school in the implementation of this policy
- Encourage their child to tell a school adult if they feel hurt in any way by someone else's behaviour

Conclusion

We at Newington Community Primary School feel confident that the guidance provided by this policy will promote and reinforce good learning behaviour and manage unwanted learning behaviour effectively.

This Policy will be reviewed annually.