



## **BEHAVIOUR POLICY**

### **1.0 Introduction**

Newport Primary School is a school committed to core values of respect, inclusion and partnership. We aim to work with each other to build and maintain community within the school. Newport Primary School has a reputation of being a highly inclusive school and we are proud of our diversity which creates a rich, cohesive learning environment.

We encourage all our pupils to strive to achieve their full potential, and we provide a wide range of pastoral, behavioural, safeguarding and emotional support to enable them to meet their targets. We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment that we provide. In order to achieve this, we expect all pupils to commit to behaving appropriately at all times, and we have a range of support mechanisms in place for this.

At Newport Primary School, our approach to behaviour is rooted in the SHINE Framework – being safe, helpful, inclusive, nurturing and showing effort. SHINE provides the shared language that underpins our expectations, relationships and recognition systems, while this Behaviour Policy outlines the routines, structures and responses that support pupils to meet these expectations.

We believe it is essential to 'know our children well' and to identify where pupils may need support to develop their 'character for learning' and to secure the best possible outcomes (achievement, attendance, punctuality etc.). Our ultimate aim is for all of our pupils to feel supported and cared for so that they can use their focus and energy to 'enjoy and achieve' throughout their primary experience.

This policy outlines the standards of behaviour the school expects of its pupils. It is intended to support the aims of the school and promote a culture where pupils can realise their true potential. This policy is inclusive of any issues relating to bullying of any description (including incidents relating to any protected characteristics) which will be managed in accordance with the policy.

### **2.0 The school's moral code**

Our moral code is based on the principle that we value every member of the school community. Learning and teaching are our core activities and as a result we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect. We actively promote awareness of these issues through our curriculum, flexible learning opportunities, focus on positive relationships and restorative practice.

### **3.0 Behaviour Expectations (SHINE)**

We expect that pupils will follow the SHINE framework:

#### **Safe**

- Follow routines and instructions
- Move safely around school

#### **Helpful**

- Support others and staff
- Work cooperatively

#### **Inclusive**

- Respect differences
- Ensure everyone feels welcome

#### **Nurturing**

- Show kindness and empathy

- Use respectful language

## **Effort**

- Try their best
- Stay focused and persevere

We expect that staff will:

- Act as role models for pupils and peers
- Embody the principles of the SHINE Framework
- Support the school's commitment to equity, equality and diversity, and encourage pupils to show respect for members of the community and the environment
- Speak politely and calmly and respect everyone
- Develop positive relationships with pupils and parents/carers
- Treat all members of the community equally, fairly and consistently, meeting their individual needs.

We expect that parents and carers will:

- Work with the school to help pupils make informed decisions that impact positively on their attendance, achievement and well-being
- Work with the school to ensure their child follows school expectations and procedures; see 'caring for people' and 'caring for the building and environment' and 'caring for property'
- Encourage their child to show respect for members of the community and the environment
- Support the school in modelling polite, calm and orderly behaviour
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability
- Be good role models for other members of the community

### **3.1 Caring for the building and environment**

We expect all pupils to respect the school building, facilities and equipment; to use the bins provided for litter and look after school property.

We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property.

### **3.2 Caring for property**

We expect all pupils to respect other people's work and property and to take pride in displays of work that are put up around the school.

Pupils are asked to avoid bringing valuables into school. Money should not be left in pupils' bags.

The school takes no responsibility for any mobile phones which are brought into school. In exceptional circumstances and by prior arrangement with the Head Teacher pupils can bring a phone into school. However, it must be taken straight to the school office to be locked in the safe throughout the day and collected at home-time.

## **4.0 The reward system**

Pupils will be rewarded in a number of ways:

### **Everyday Recognition**

- Verbal praise using SHINE language ("That was very inclusive")
- Immediate feedback

### **Weekly Recognition**

- SHINE Star Awards
- Celebration Assembly

### **Home Recognition**

- SHINE postcards

### **Leadership Recognition**

- SHINE Ambassador

## **Prestigious Recognition**

- SHINE Champion awards

The Governing Body will receive informal reports of pupils who have demonstrated excellent behaviour and attitudes. The Governing Body may choose to send the pupil a note of recognition.

## **5.0 Logical consequences**

The use of logical consequences is part of our restorative approach to behaviour (see Appendix 2). It's a powerful way of responding when behaviours have not met the expected standard. It is not only effective in stopping the behaviour but is respectful of children and helps them to take responsibility for their own actions. The school CPOMs system will be used to record serious behaviour incidents and details about restorative conversations and any logical consequences given. Restorative conversations will reference SHINE values, helping pupils understand which behaviours did not meet expectations and how to make more positive choices in future.

The three main types of logical consequences for pupils;

- "You break it, you fix it"
- Loss of privilege relative to the negative behaviour choice
- Positive time out

Where behaviour does not improve, further support and structured interventions will be implemented.

A summary of day-to-day behaviour responses can be found in Appendix 1.

## **6.0 Restrictive Interventions, including use of reasonable force**

In extreme circumstances all members of school staff have the legal power to use restrictive interventions, including use of reasonable force. However, it will only ever be used as a last resort once all other strategies have been exhausted. Whenever possible a member of the nurture team will be involved in any circumstances where restrictive intervention or reasonable force is required.

All behaviour responses are underpinned by safeguarding principles and a commitment to pupils' wellbeing

### **6.1 Reporting within school when Restrictive Interventions, including use of reasonable force have been used**

The school CPOMs system will be used to record any instances of restrictive interventions, including use of reasonable force. Incidents will be reported on CPOMS as soon as is practicable, but no later than the same day. The following details will be recorded as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

### **6.2 Reporting to parents/carers when restrictive interventions, including use of reasonable force has been used**

Parents/carers will be informed on every occasion where restrictive interventions, including use of reasonable force has been used. This will include the following details:

- time, date, location and approximate duration of the intervention

- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents/carers as part of a pupil's behaviour support plan. School will communicate this information to parents in writing either by email or the school's online messaging system.

Following the reporting of information to parents/carers, it may be necessary on some occasions to have a follow-up discussion about the incident. This may involve discussing:

- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future
- any behavioural triggers or warning signs of an impending incident

### **6.3 Occasions Restrictive Interventions, including use of reasonable force may be used**

DfE guidance (April 2026) states that restrictive interventions, including use of reasonable force can be used to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

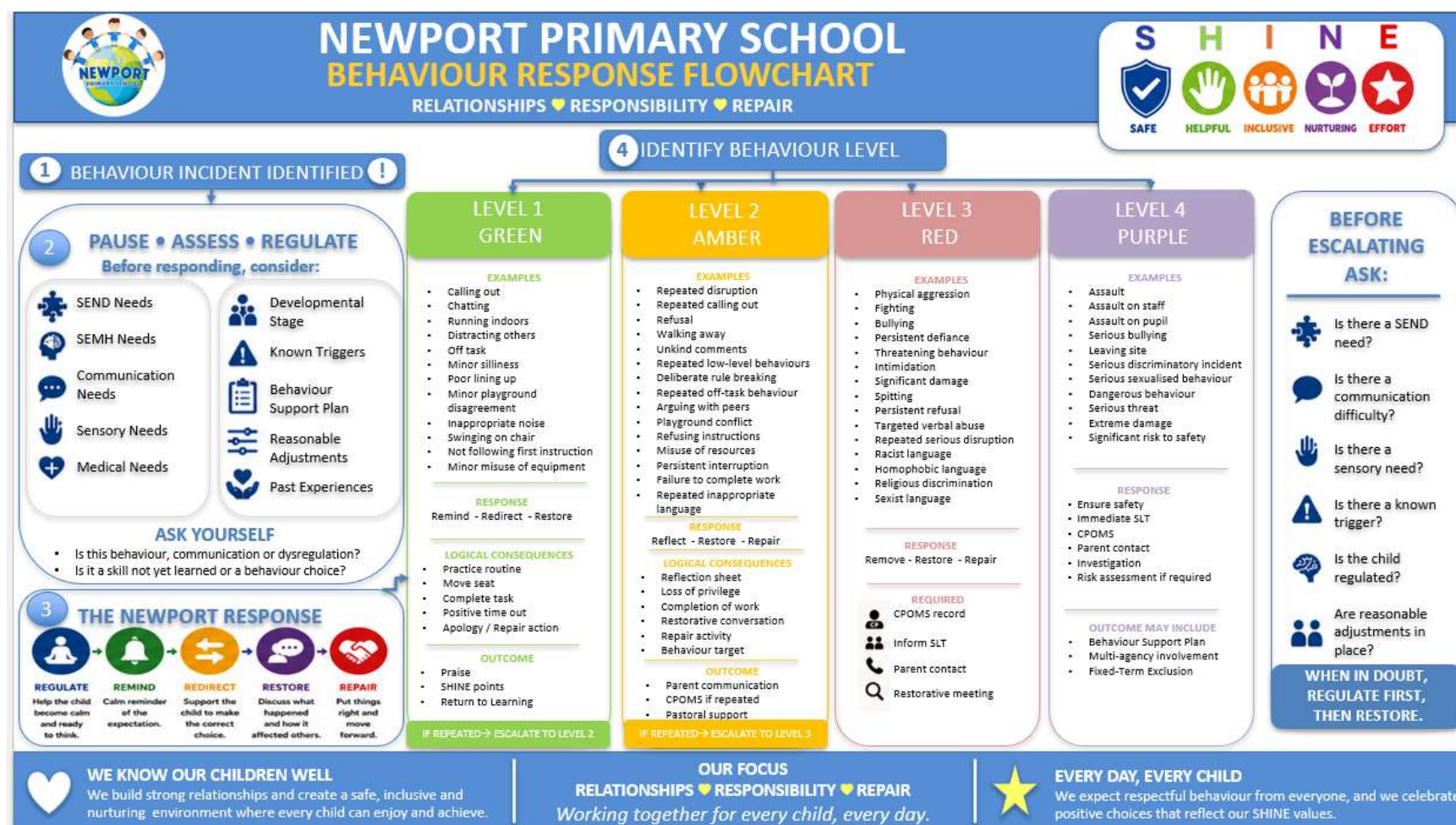
## **7.0 Exclusion**

In some cases, the school may need to temporarily remove a pupil from the school site for a part of the day or a whole day if their conduct is deemed to warrant this sanction. This will be recorded as a suspension. As the re-integration of an excluded pupil is an important process it is expected that parents will attend the re-integration meeting to discuss the support strategies which will be put in place with the Head Teacher. There may be rare occasions when a pupil is required to be permanently excluded from school. In these cases, the exclusion will be discussed the Chair of Governors and the LA will be informed. The Social Worker and Virtual School Headteacher will also be informed if appropriate. Any suspensions or permanent exclusions will follow the principles in the DfE's guidance: [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101444/suspension-and-permanent-exclusion-guidance-september-2023.pdf) and the school's Exclusion Policy.

| Date of Review | Approved by                    | Date for next review |
|----------------|--------------------------------|----------------------|
| 7.9.20         | Patricia Maxwell               | September 2021       |
| 18.8.21        | Alma Hellaoui/Patricia Maxwell | September 2022       |
| 21.7.22        | Patricia Maxwell               | September 2023       |
| 20.7.23        | Patricia Maxwell               | September 2024       |
| 21.7.24        | Patricia Maxwell               | September 2025       |
| 16.7.25        | Patricia Maxwell               | September 2026       |
| 4.2.26         | FGB                            | September 2026       |
| 1.7.26         | FGB                            | September 2027       |



## Appendix 1 – Behaviour Response Flowchart





## Appendix 2 - Guidance for Staff: Using Logical Consequences

### 1.0 Purpose

To support positive behaviour by applying fair, consistent, and developmentally appropriate consequences that help children learn from their actions—especially those who repeatedly struggle with behaviour expectations.

### 2.0 What Are Logical Consequences?

Logical consequences are **directly related to the behaviour**, respectful in tone, and designed to **teach responsibility** rather than punish. They differ from arbitrary punishments by helping children understand the impact of their choices.

### 3.0 When Behaviour Is Repeated

For pupils who struggle to follow rules, logical consequences should:

- Be **predictable** and **clearly communicated**.
- Be **escalated gradually** while maintaining a restorative focus.
- Include **opportunities for reflection and repair**.

### 3.1 Three Types of Logical Consequences

1. “You break it, you fix it” – fixing what was broken (e.g., cleaning up a mess, apologising).
2. Loss of privilege relative to the negative behaviour choice – losing access to something related to the behaviour (e.g., misusing equipment = no equipment use for a time).
3. Positive time out – A short, calm period away from the group to think and reset.

### 4.0 Steps for Staff to Follow

#### Stay Calm and Consistent

- Use a neutral tone.
- Avoid shaming or sarcasm.

#### Name the Behaviour and Link the Consequence

- “You chose to push in line again, so you’ll need to wait until the end this time.”

#### Offer a Chance to Reflect

- Use a reflection sheet or quiet conversation.
- Ask: “*What happened?*” “*Who was affected?*” “*What can you do differently next time?*”

#### Involve Parents/Carers (if needed)

- Especially if the behaviour is persistent or escalating.

#### Record and Monitor Patterns

- Use CPOMs to track triggers, times, and responses.

### 4.1 For Repeat Behaviours: Additional Strategies

- **Behaviour Support Plans** with clear goals and rewards.
- **Check-ins with a trusted adult** at the start/end of the day.
- **Increased adult support** during known trigger times.
- **Refer to Pastoral team**

## ✔ Do's and Don'ts

| ✔ Do                           | ✗ Don't                            |
|--------------------------------|------------------------------------|
| Be consistent                  | Use blanket punishments            |
| Keep consequences related      | Use unrelated sanctions            |
| Focus on learning              | Focus on blame                     |
| Involve the child in solutions | Exclude or isolate without support |
| Communicate with home          | Keep issues hidden                 |

### 5.0 Examples of Logical Consequences

Logical consequences are most effective when they are **part of a whole-school approach** that values relationships, reflection, and responsibility. Every child deserves the chance to learn from mistakes in a safe and supportive environment. Below are some examples of situations which may require a logical consequence and suggestions for potential consequences. These are suggestions and, dependent upon the child and situation, should be adapted as necessary.

#### Disruptive Talking or Calling Out

- **Consequence:** Move seat to a quieter area or away from friends.
- **Repeated behaviour consequence:** Complete a reflection sheet during break or lunch to think about how their behaviour affects others.

#### Misusing Equipment or Resources

- **Consequence:** Lose access to the item for a set time (e.g., no felt tips for the rest of the day).
- **Repeated behaviour consequence:** Help tidy or organise the resource area at break/lunch as a restorative task.

#### Unkind Behaviour Towards Others

- **Consequence:** Apologise and take part in a restorative conversation with the peer.
- **Repeated behaviour consequence:** Create a kindness plan or journal to track positive interactions for the week.

#### Not Following Playground Rules

- **Consequence:** Sit out for 5 minutes or play in a different area.
- **Repeated behaviour consequence:** Meet with a staff member to review playground expectations and agree on a behaviour goal.

#### Refusing to Tidy Up or Help

- **Consequence:** Stay behind for a few minutes to complete the task.
- **Repeated behaviour consequence:** Take on a classroom helper role for a week to rebuild responsibility.

#### Lateness to Line-Up or Transitions

- **Consequence:** Practice lining up or transitioning with an adult at break/lunch.
- **Repeated behaviour consequence:** Create a visual checklist or timer system to support independence.

## Not Completing Work Due to Off-Task Behaviour

- **Consequence:** Finish the task during break or at a quiet time.
- **Repeated behaviour consequence:** Set a short-term work goal with a reward and check-in system.

### 5.1 If a Child Reacts Negatively to a Consequence

#### Stay Calm and Non-Confrontational

- Use a **neutral tone** and **body language**.
- Avoid power struggles or raising your voice.
- Say something like:  
*"I can see you're upset. Let's take a moment to calm down, and then we can talk."*

#### Acknowledge Their Feelings

- Validating emotions helps de-escalate:
  - *"It's okay to feel frustrated."*
  - *"I understand this feels unfair to you right now."*

#### Give Space if Needed

- Allow the child a few minutes in a calm area.
- Let them know you'll talk when they're ready:  
*"Take a few minutes to breathe. I'll check in with you soon."*

#### Revisit the Consequence Later

- Once calm, revisit the behaviour and consequence:
  - *"Let's talk about what happened and why that consequence was given."*
  - *"What could we do differently next time?"*

#### Offer a Fresh Start

- Reinforce that mistakes are part of learning:
  - *"Everyone has tricky days. Tomorrow is a new chance."*

#### Involve the Child in Problem-Solving

- Ask:
  - *"What would help you make a better choice next time?"*
  - *"How can we work together on this?"*

#### Use Support Systems

- Involve a trusted adult (e.g. mentor).
- Consider a **check-in system** or **safe space** for regulation.

### 6.0 Why This Matters

Children—especially those with repeated behaviour challenges—often react negatively because of:

- **Low frustration tolerance**
- **Feeling misunderstood or powerless**
- **Unmet emotional or sensory needs**

Responding with empathy and structure helps build trust and teaches emotional regulation over time.