



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 work to create a strong foundation for all pupils to ensure they have the best foundation on which to reach their full potential.

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 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 all of 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 Expectations:

3.1 Caring for people

We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated. This not only includes other pupils and staff but also all visitors.

We expect pupils to:

- Be respectful to one another, speak calmly and courteously;
- Do the simple things right – all of the time;
- Speak to a trusted adult in school if they have any concerns;
- Work restoratively to avoid conflict and respect the rights of others to be different;
- Have a zero tolerance approach to discrimination of any sort;
- Listen to the views of others and accept their right to hold those views; if others have views which show prejudice these views will be challenged

- Follow all school procedures

We expect that staff will:

- Act as role models for pupils and peers;
- 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.

3.2 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.

3.3 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 can be rewarded in a number of ways:

- Verbal praise;
- Attendance rewards/certificates;
- Certificates for demonstrating resilience and positive learning behaviours;
- Reading rewards/certificates;
- Letters / phone calls / postcards home to parents;
- Achievements recognised in assemblies.

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. 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 CPOM's system will be used to record any instances of restorative conversations/logical consequences given to pupils.

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

6.0 Physical intervention

In extreme circumstances all members of school staff have the legal power to use physical intervention. 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 physical intervention is required. The school CPOM's system will be used to record any instances of physical intervention. On occasion it may be necessary to inform and/or liaise with parents/carers.

DFE guidance states that physical intervention can be used to;
(this is a list of examples and does not cover all possible eventualities)

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

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 July 2022.pdf](#).

Date of Review	Approved by	Date for next review
7.9.20	Patricia Maxwell	September 2021
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