



# **Behaviour policy and statement of behaviour principles**

Policy written by: Mr Robson  
Last reviewed on: April 2026  
Next review due by: April 2027

## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Behaviour definitions

**Low level behaviour** can be defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork/ not starting work when told to

- talking unnecessarily, shouting out or interrupting people
- showing a lack of respect for teachers and/or peers
- Not following instructions

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- • Deliberately hurtful
- • Repeated, often over a period of time
- • Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

#### 5. Roles and Responsibilities

All staff, volunteers, children and parents are to be made aware of the School Behaviour Policy. Consistency and fairness is the key to managing a safe, positive and calm school which all members of the school community are proud to be part of.

All members of Newton Hall Infants' School must be committed to upholding school policy. All staff are expected to model acceptable and appropriate behaviour in a commitment to our professional roles and responsibilities.

We serve to provide a school community in which our children can feel secure and happy and thrive both emotionally and academically on a daily basis.

Newton Hall Infants' School is a safe, caring environment where pupils are calm, purposeful and happy. It is expected that everyone is treated with fairness and respect. We aim to reinforce the sense of pride pupils have in themselves and their school. We wish to create confident, cooperative and caring pupils. We want each child to feel valued for their unique contribution to their school. The children of Newton Hall Infants' make positive choices, the vast majority of the time, and as a community we want to acknowledge and reward that. We are proud of the children and the good choices they make.

#### **5a. The Headteacher:**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher will keep records of all reported serious incidents of behaviour.

The Headteacher has the responsibility of giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

#### **5b. Staff commit to:**

- Teach and support all individuals to make positive choices using the Calm School Code.
- Encourage children to choose responsible behaviour that will support their academic success and develop their self-esteem.
- Motivate pupils to be respectful to all, behave in appropriate ways, and set their own high standards which they are proud of.
- Implement fair, consistent approaches to managing children's behaviour in line with school policy.
- Model the use of the Calm School Code and support children to use it successfully.

#### **5c. Governors**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

#### **5d. Parents**

are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support their child's learning, and to co-operate with the school
- Co-operate fully with school if your child does not behave well and by praising children appropriately when they do well.

#### **6. Further support**

### **6a. Individual Pupil Support**

In their school lives some children encounter times of challenge or difficulties which impact on their behaviour and therefore their learning. Classroom teachers will work with parents and ensure communication is strong to ensure the child feels supported at both school and home and is also receiving consistent expectations, rewards and sanctions.

When necessary the classroom team will work with the SENDCO/Headteacher and create an individual behaviour plan to outline additional measures being taken to support an individual. The plan will contain short term achievable targets which can be regularly reviewed and enable the child to make positive choices.

### **6b. Outside Agencies**

When appropriate, school will contact outside agencies to support children with specific challenging behaviour. Decisions regarding referrals are only made with the support of parents/carers.

### **6c. Monitoring and Review**

On-going monitoring and review of behaviour ensures that our school ethos is maintained.

## **7. Rewards**

### **House Teams, Points and Dojos**

Children across school are split in to 4 houses, England, Wales, Northern Ireland and Scotland. Staff will take charge of each house along with the help of the house captains from Year 2.

Points/Dojos can be given for a number of reasons for example, friendship, kindness and positive behaviour. Each class have mix of coloured tokens that coincide with the corresponding house. Staff can send children who have been awarded to the hall to drop their token into their teams' collector. Each token is worth 1 point. Children can also add their point/dojo on Class Dojo to notify their grown-ups of their achievement. An orange token worth 10 points can be given for special achievements by any member of staff, these can be collected from Mrs Frazer.

At the end of each week the house captains will total the number of tokens and the winning house will get an extra 5 minutes of playtime.

At the end of each half-term the house with the most wins will be able to enjoy a special treat. Mrs Frazer has given the power to the children to decide this treat.

The child from each class with the most positive Dojos will also be rewarded for their positive behaviour and attitude to learning.

### **Reward Stickers**

Teachers may issue stickers to reward children for good learning, achievement, or attitude. The stickers will help continually communicate positive messages to parents.

### **Sharing good news with the Headteacher**

Children will visit the Headteacher for additional praise related to attitude, effort or behaviour.

### **Individual Class Rewards**

Teachers may choose to have sticker cards, personal stickers, prize boxes, a small snack etc. which motivate their learners or reward good behaviour leading to good learning and progress as special incentives.

### **Sharing Good News**

Visits to the subject leaders or an adult important to the specific child are also used as a reward for celebrating good choices and achievements.

### **Star Assembly**

Star assembly is held each week to celebrate the achievements of children from each class. The class teachers will choose their own **stars of the week**.

Mrs Frazer will also choose one child from each class to receive a **Headteachers award**.

House tokens will be counted and the winning house will receive an extra 5 minutes of play.

We consistently use praise to encourage children and reward good choices.

## **8. Sanctions**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Whole Class or “blanket punishments” are never appropriate.

Agreed School System:

### **Stage One:**

ONE verbal warning issued to ask a child to correct the poor choice they are making. Adults will explain the behaviour which needs to be changed and why.

### **Stage Two:**

Negative Dojo added.

### **Stage Three:**

CONSEQUENCE ISSUED

If a child was to gain 3 negative Dojos within a session, they would miss some of their break / lunchtime.

Child to sit out for this time on a bench outside at playtime.

### **Stage Four:**

If negative behaviour continues, time out of class with SLT, Mrs Cooke, Mr Robson or Headteacher (Visiting the Headteacher is seen as a last option or for very serious incidents).

**8a.** When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to make good choices in the future.

## **9. CLASSROOM MANAGEMENT**

It is the responsibility of class teachers to appropriately manage any poor choices by children within the classroom. Teachers should refer to their class charter/rules/ school mission. The teacher will then issue an agreed consequence to address the poor choices and the child will understand their choice has a consequence. The system must be clearly outlined and displayed in classroom.

### **9a. School Mission**

Hall display and to be displayed in each classroom next to their class rules.

# Our School Mission



## Mission 1

- ALWAYS walk sensibly in school
- Be proud of a tidy school
- Keep yourself safe from harm
- Take care of school property
- Try your best to eat ALL your food

## Mission 2

- Remember your manners
- Listen to others
- Share your feelings
- Show respect to others
- Help if someone is hurt
- Be a friend if someone looks lonely

### 10. Specific Unacceptable Behaviour

Some behaviours are totally unacceptable.

These incidents are very rare but procedure must be followed.

- Physically hurting others with intent.
- Inappropriate language, aggression, damage to property or anger displayed towards any other person in school.
- Speaking inappropriately.
- Persistent low level disruption.

Child/ren must go to the HT or SLT. Staff must complete a Behaviour Incident Concern form noting all facts.

SLT - will complete the actions on the report. This will be a record for staff outlining the actions taken and the consequences.

Child to reflect on behaviour using reflection sheet. Parents informed of the incident at the end of the day by class teacher or SLT as deemed appropriate.

Name: _____ <b>Behaviour Reflection Sheet</b>	
<b>What was the problem?</b>	
<b>How do I feel?</b>	<b>How do others feel?</b>
<b>What can I do differently next time?</b>	

Repeated inappropriate behaviour will instigate a behaviour plan to help ensure support is available for the child.

### **10a. Exclusion**

Durham County Council agreed Exclusion Policy will be put in place when appropriate. Outside agencies will be contacted to review the situation.

The HT and SLT will always support staff in behaviour management issues. If a range of children are not responding to the classroom management procedures steps will be taken to observe the children in class. Support will be given to ensure teachers are able to continue to deliver good lessons without learning being disrupted.

### **11. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

### **12. Use of Reasonable Force**

The Department of Education states that every school is required to have a behaviour policy that includes the power to use reasonable force. At Newton Hall Infants' School reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. If force is used this is recorded.

### **13. Behaviour outside school**

We expect our pupils to display exemplary behaviour whilst out representing our school. We also expect that whilst pupils are arriving and leaving school they behave well. Senior Teachers will report any incidents of unacceptable/inappropriate behaviour to parents/carers.

#### **13a. The Power to Discipline beyond the School Gate**

The school will work with parents to review any behaviour related issues which take place out of school. No consequences or sanctions will be applied in school related to behaviour out of school. Any serious or unlawful behaviour would be reported to the police.

### **14. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the Governing Body. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

### **Appendix 1: written statement of behaviour principles**

- 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, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy 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 pupils' 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 Governing Body annually.