



'cherish everyone, flourish together, serve others'

"And now these three remain: faith, hope and love.

But the greatest of these is love."

1 Corinthians 13:13

BEHAVIOUR POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: Headteacher
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Approved by:		Date: 24-09-2026
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At Newnham St Peter's Church of England School, we are committed to providing a safe, inclusive, and nurturing environment for all members of our school community. Our school is dedicated to creating a positive and respectful school culture, allowing each individual to thrive academically, socially, emotionally and spiritually.

The Behaviour Policy is informed by Christian Values, which underpin every aspect of the community's life and work, including the curriculum. This is promoted through our school vision, *'cherish everyone, flourish together, serve others,'* and is rooted in the teaching of Jesus Christ:

"And now these three remain: faith, hope and love. But the greatest of these is love."

1 Corinthians 13:13

As a school, the Christian value of forgiveness is very important to us and as such, we emphasise to the children that 'each day is a new day'. If a child has made an error of judgment, there will be a consequence for that behaviour, but it will not preclude them from receiving praise or awards later in the day or week.

1. Aims

The happiness and well-being of our children underpin everything we do. When children feel safe, heard, and respected, they blossom into confident, creative learners who reach their full potential. Together, we – all the staff, parents, and children – create a vibrant community of responsibility, where everyone strives for excellence, embraces challenges, and thrives through collaborative innovation.

We aim to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- teach positive behaviour, self-regulation, self-discipline and personal development
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- outline the expectations and consequences of behaviour on self and others
- define what we consider to be unacceptable behaviour, including bullying and discrimination
- support children in developing the skills to resolve conflicts and make good relationships with one another and the adults with whom they learn, promoting a strong sense of forgiveness
- treat everyone fairly and apply this policy in a consistent way
- recognise that there are children who will need personalised behaviour management strategies

2. Legislation, statutory requirements and statutory guidance



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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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

This policy complies with the Trust funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework through personal choice
- Poor attitude to work or other people, which goes against our value of respect

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes



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- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives, bladed objects or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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 and unkind
- Repeated, often over a period of time
- Difficult to defend against due to an imbalance of power

Bullying can include:

- Emotional - being unfriendly, excluding, tormenting
- Physical - hitting, kicking, pushing, taking another's belongings or any use of violence
- Prejudice-based and discriminatory - taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality); including:
 - Racial
 - Faith-based
 - Gendered (sexist)
 - Homophobic/bi-phobic
 - Transphobic



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- Disability-based

- 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

5.1 The Local Academy Committee (LAC)

The LAC is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Head Teacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the LAC
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary

5.3 Teachers and staff



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Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Modelling forgiveness and the possibility of restoration and a new beginning in their relationships, both with adults and children
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Using Emotion Coaching steps when necessary – *Appendix 4*
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents on CPOMS in a timely manner
- Challenging pupils to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Support their children in coming to school ready to learn by being on time and having the correct equipment
- Model good behaviour to their children by respecting staff, other children and visitors
- Support their children to wear the correct school uniform all the time
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.



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5.5 Pupils

Children, where possible, are expected to:

- Come to school ready to learn by being on time and having the correct equipment
- Respect staff, other children and visitors
- Use polite and respectful language
- Follow instructions first time
- Cooperate with others
- Listen carefully and work to the best of their ability
- Aim to 'self-regulate' their own behaviour
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct school uniform all the time
- Refrain from behaving in a way that brings school into disrepute, including when outside school

As a result, children will:

- Build strong relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure learning environment
- Learn strategies to recognise and name emotions and self-regulate
- Support the school in keeping others safe

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6. Responding to behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

It cannot be assumed that children have the skills needed to meet behavioural expectations. Action should be taken to develop the children's social, emotional and behavioural skills. The way teachers and staff respond to children's behaviour is crucial in influencing the choices that children make about how they will behave. An effective learning environment is maintained when adults are aware of and manage their own emotional responses to challenging behaviour in a calm and considered way.

Positive Behaviour in the Classroom – Strategies



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Class teachers are expected to:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's vision and values in the classroom
- Display their own classroom rules
- Have a clear, up-to-date, visual timetable to ensure all children know what is happening each day
- Plan the curriculum with lessons that are appropriately adapted so all children succeed in tasks and are challenged
- Be organised with resources and prepared for lessons
- Develop a positive relationship with pupils, which may include:
 - Greeting and welcoming the children into a calm, ready school and classroom. Gate, classroom door or playground - we will be on time, ready and welcoming.
 - Greeting pupils at the door in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour - first attention going to children doing the right thing
 - Praising in public, reminding in private, as far as possible
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Be consistent, clear and fair. Children respond well to clear and consistent boundaries as these make them feel safe

6.2 Mobile phones

Pupils are not allowed to have mobile phones or other devices (smart watches, tablets, etc.) with them on-site and must hand them to an adult at the very start of the day if they have bought them to school with them. They will be kept safe during the school day and returned to the collecting adult at the end of the school day.

6.3 Safeguarding

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



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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.

6.4 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture – *Appendix 1*

Positive behaviour will be rewarded with:

- Verbal praise
- House points
- Stickers & individual class-based rewards
- Communicating praise to parents at the end of the day
- Certificates and recognition in weekly celebration worship
- Positions of responsibility, such as prefect status or being entrusted with a particular job or project
- Whole-class or year group rewards, such as a popular activity

6.5 Responding to misbehaviour

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 – *Appendix 2 & 3*

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 consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.



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The school may use one or more of the following consequences in response to boundary-crossing behaviour:

- A verbal reprimand and reminder of the expectations of behaviour. This will be done subtly, not in front of other children, as to avoid any shame.
- Setting of an appropriate task in relation to their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of some break or lunchtime to complete an action to repair the relationship
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

6.6 Physical intervention to maintain safety

Physical intervention to maintain safety covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use physical intervention to maintain safety, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents



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When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

6.8 Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.9 Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.



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If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and give consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

6.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to give a consequence to the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to give a consequence to the pupil in accordance with this policy.



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In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7. Serious Consequences

7.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff who is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an appropriate adult and will be removed for a maximum of 30 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral lead
- Use of teaching assistants



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- Long term behaviour plans
- Pupil referral units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

7.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made only by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school will endeavour to anticipate and remove triggers of misbehaviour by:



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- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to give a consequence to the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.



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If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include but is not limited to:

- A direct conversation between class teacher and child
- A meeting with the child's guardian and the child themselves
- Daily contact with the pastoral lead

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by 'buddying' them with a pupil to familiarise them with the behaviour expectations and wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Positive Handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom



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- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed annually by the headteacher.

The data will be analysed from a variety of perspectives, including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing board.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Physical Intervention and Restraint Policy
- Online Safety Policy
- Anti-Bullying Policy
- SEND Policy



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Appendix 1

Whole School Awards

We reward children for good behaviour in a variety of ways:

- Staff congratulate children and articulate the behaviour they are being praised for
- Children can receive *House Points* for their house and the winning house is announced during Celebration Worship
- Every class collaboratively gathers *Marbles* to earn a collective reward for the entire class.
- Each week, class teachers nominate two children in each class for a *Value Award*
- Each week, class teachers nominate a child in each class for a *Star of the Week*
- Children may also receive a *Headteacher's Award* during Celebration Worship for achievement both inside and outside of school, for example, achievements in music or sport

Examples of following school values

Friendship:

- Show kindness and compassion toward others.
- Include everyone in activities and games.
- Be a good listener and offer support when needed.
- Celebrate each other's successes and offer encouragement during challenges.
- Resolve conflicts peacefully and respectfully.

Respect:

- Treat everyone with dignity, regardless of differences.
- Listen attentively when others are speaking.
- Use polite language and avoid hurtful words or actions.
- Follow directions and rules without arguing.
- Care for school property and belongings.

Joy:

- Approach learning and activities with enthusiasm and a positive attitude.
- Share your talents and interests to bring joy to others.
- Celebrate differences and embrace the unique gifts of each individual.
- Find humour in everyday moments and create opportunities for laughter.
- Be grateful for the opportunities and experiences you have.

Resilience:

- Don't give up easily when faced with challenges.
- Ask for help when needed and persevere through setbacks.
- Learn from mistakes and use them as opportunities to grow.



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- Adapt to changes and embrace new experiences with a positive mindset.
- Encourage others to keep trying and believe in their abilities.

Forgiveness:

- Accept apologies and offer forgiveness to those who have hurt you.
- Let go of anger and resentment and focus on moving forward.
- Give others a chance to learn from their mistakes and make amends.
- Practice self-forgiveness when you make mistakes.

Service:

- Look for ways to help others in the school community and beyond.
- Volunteer your time and talents to make a difference.
- Be a role model of kindness and compassion.
- Speak up for those who are being treated unfairly.
- Take action to make the world a better place.



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Appendix 2

Practical steps in managing and modifying distressed behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating and always with forgiveness at the centre of everything they do. Staff will use the steps in behaviour for dealing with poor conduct:

- The Reminder
- A reminder of the expectations is delivered privately to the child. The teacher makes them aware of their behaviour.
 - The child has a choice to do the right thing.
 - Subtle actions are given to refocus on expected behaviours or as a distraction where a child may be given a physical or mental move away from unwanted behaviours.
- The Caution
 - A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue.
 - The child has a choice to do the right thing.
 - Children will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the child what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- c. Walk away from the child; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

- Reflection time
 - The child is asked to speak to the teacher away from others
 - Boundaries are reset
 - Child is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
 - Child is given a final opportunity to re-engage with the learning / follow instruction.



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- If the step above is unsuccessful, or if a child refuses to take reflection time, the child will be asked to go to a prearranged space. If the child refuses, a member of SLT will be called.
- Staff will always deliver consequences calmly and with care.

▪ Restore

Restorative conversations at Newnham St Peter's School are a core part of developing relationships and building trust between staff and children. Our restorative conversations are structured using stem sentences, for example:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?

Staff at Newnham St Peter's School will take responsibility for leading restorative conversations, always giving hope that wrong choices can be righted. Children may have their behaviour monitored by teachers to show progress towards agreed targets. At Newnham St Peter's School we make sure that this is done discreetly and with forgiveness at the heart of it. We do not advertise dysregulated behaviour to other children or give fame to those who choose not to meet our high standards of behaviour.

Where the consequence takes place with the aim of making real, lasting change in behaviour. The aim is to indicate the negative aspects of the behaviour and teach the children the skills and knowledge that will improve their behaviour. It is an opportunity to develop strategies for the next time that the negative behaviour arises and to agree on a plan to move forward. This approach allows for connection and growth.



'cherish everyone, flourish together, serve others'

Appendix 3

Examples of behaviour scripts adults will use in 30 second interventions

You need to... (speak to me at the side of the room)

I need to see you... (follow the agreed routine).

I expect... (to see your table immaculately tidy in the next two minutes).

I know you will... (help Kyra to clean the pen off her face).

Thank you for... (letting go of her hair, let's walk and talk).

I've heard what you said, now you must ... (move to your work station).

We will... (have a better day tomorrow!).

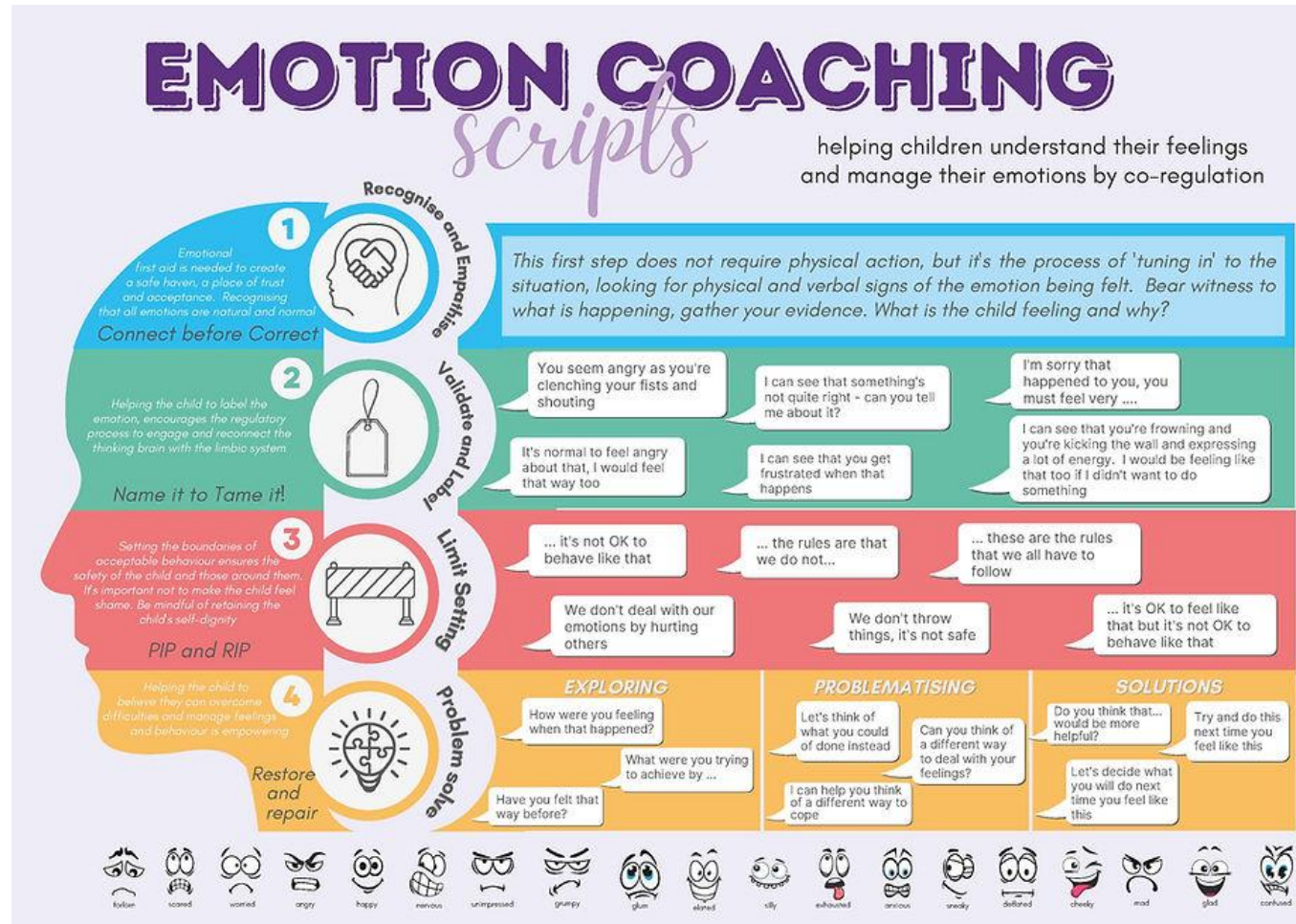
Do you remember when you... (did something brilliantly)... that's the Keira I need now.

I am not leaving... you can do this. You are going to be brilliant.

Jack it's not like you to...

What are the poor choices you could correct now?

Appendix 4 - Emotion Coaching Script



This policy is available on the school website: www.nspschool.uk

Paper copies are available on request from the School Office