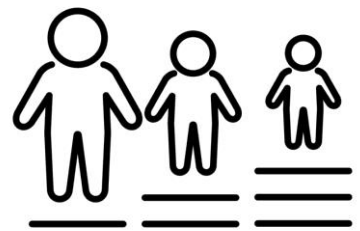
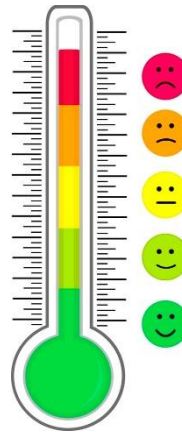
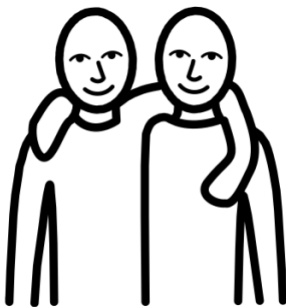


Newdale Primary School and Nursery



Behaviour and Self-Regulation Policy



Reviewed: September 2026
Next Review: September 2027

"Behaviour is communication. Always"

Lousie Bomber

"Connection is the currency of trust."

Brené Brown

'Pupils enjoy coming to school and love learning. They live by the school's 'Be SMART' code and behave extremely well. Bullying is not tolerated at this school. Teachers act swiftly to resolve any issues or concerns so there is no disruption to learning. Leaders make sure that pupils who need to improve their behaviour do so.'

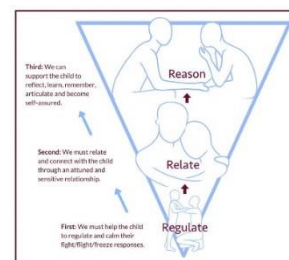
Ofsted May 2023

Ethos

At Newdale Primary School, our ethos is strongly grounded by a relational approach to behaviour, with a key focus on connection, understanding and empathy. We recognise that behaviour is a form of communication, often reflecting an emotional need. As a school, we believe that all adults should respond to this behaviour with care. As a school we are committed to supporting children with their self-esteem, emotional literacy and self-regulation, empowering children to make positive choices.

Aims of the policy

Our behaviour policy aims to create a welcoming and safe learning environment in which everyone can be successful. At Newdale, we aim to have a consistent approach across the school which all children know and understand. Our behaviour policy aims to:



- Foster positive relationships that are grounded by mutual respect, empathy and connection providing emotional safety for pupils to learn in a supportive learning environment. We do this by following the 3R's; regulate, relate and reason, helping children to manage their emotions and behaviour in a safe and structured way.

Regulate:

Help the child calm down first. When a child is overwhelmed or upset, they cannot think clearly. Adults provide a calm presence and simple strategies to support emotional regulation.

Relate:

Once calm, connect with the child through empathy and understanding. This builds trust and helps the child feel safe and ready to talk.

Reason:

When the child is regulated and connected, explore what happened. Support them to reflect on their behaviour, understand its impact, and plan better choices for next time.

- Recognise that behaviour is a form of communication and often is a response due to an unmet need. At Newdale, we focus on identifying and responding to the underlying emotional drivers behind behaviour.
- Provide a safe, nurturing environment where children feel understood and supported, allowing them to regulate their emotions and behaviour more easily.
- Support self-regulation by equipping pupils with the tools needed to manage their own emotions, make positive decisions and develop resilience over time.

- Respond with empathy, curiosity and without judgement, considering each individual child's needs and experiences.
- Provide clear, consistent boundaries from all members of staff, adapting responses to meet individual needs fairly through an equitable, rather than equal approach.
- Encourage restorative practice so that children can reflect on their behaviour and understand the impact of their actions, taking steps to repair relationships, fostering responsibility and growth.
- Engage families so that a collaborative approach is taken to supporting pupils' emotional and behavioural development.

School values

'Connection before correction.' 'Engage, don't enrage.' 'Regulate, Relate, Reason.'

- Everyone has a right to feel safe at school. The staff at Newdale are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be treated with fairness and respect. We recognise that individuals have different needs and experiences, and we will provide appropriate support to ensure equitable opportunities for all, regardless of disability, ethnicity, culture religion, or any other protected characteristics (outlined in The Equality Act, 2010).
- It is everyone's responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- Everyone is responsible for their own behaviour.
- Our expectations are for consistently positive and respectful behaviour from pupils, contributing to a culture of positive behaviour choices.
- Good behaviour will be celebrated and rewarded.
- The education of most children will be protected from disruption by a minority who are demonstrating unacceptable behaviour.
- Unacceptable behaviour will be met with consequences decided by the class teacher and in some cases, the Senior Leadership Team.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- We have rules in our school because they provide a code for working and being together.

Expectations

We expect everyone in our school to:

- have high expectations of behaviour.
- show respect to each other.
- develop an increasingly sound understanding of right and wrong.

- co-operate and work together.
- recognise the achievements of others.
- be reliable, trustworthy, and responsible.
- behave in a safe manner.
- respect the school's environment, belongings and the community.
- take care of their own belongings and those of other children.
- be courteous and well-mannered.
- treat others as we would like to be treated (mutual respect).

Rules

Our Behaviour Code underpins our aims, with rules kept to a minimum and presented in a positive way. Expectations are clearly explained and regularly reinforced formally and informally so that children understand why they are important.

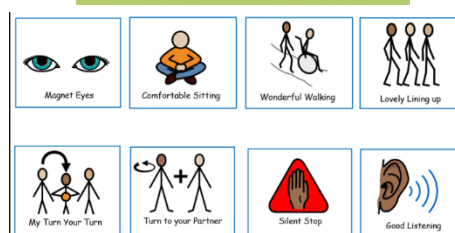
We have four core values:

- **Ready** - We come prepared to school, focus, and try our best.
- **Respectful** - We use manners, listen to others, follow instructions, and look after our school and community environment.
- **Safe** - We act responsibly, move sensibly, and make positive choices.
- **Kind** - We use kind words and actions, include others, and help make our school a friendly place.



Our rules will:

- ensure that everyone can learn, enjoy, and achieve.
- help make everyone feel valued and safe.
- protect the learning environment.
- protect the possessions of others.
- help everyone to understand about expected behaviour.
- set the boundaries for acceptable behaviour, which if crossed mean there will be consequences.



Promoting Good Behaviour

We create a culture of positive behaviour by ensuring everyone knows and follows the expectations in place.

- Staff praise children when they see positive behaviour choices.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them, reinforcing our four core values and relentless routines.
- School and classroom rules are consistent, fair, and demonstrated by all.

- Rules are regularly reviewed with staff and children together.
- Restorative practice is used to support pupils and help them to change negative patterns of behaviour with guidance from a trusted adult.
- Responsibilities, expectations, and activities are matched to an individual's age, needs and development.
- Staff regularly inform parents/carers of positive behaviour choices or achievements.
- When children have worked hard on a task and produced excellent work, this is celebrated with praise and sometimes displayed as an example for all.
- In Life Learning and Religious Education lessons, children are taught the reasons why positive behaviour is essential in our society and how negative behaviour choices can spoil the lives of others and restrict their own life opportunities.
- In assemblies, children are encouraged to think about others.
- In all subjects, children are taught the skills of resourcefulness, reciprocity, resilience and reflection.

School Rewards

Our aim is to praise children for their efforts without over-reliance on stickers and certificates and to develop self-motivated learners who feel good about themselves and their achievements without the need for excessive external (extrinsic) rewards or encouragement. All staff are committed to providing positive praise for children's exemplary behaviour and work. This fosters motivation, strengthens cooperation and enhances morale, ensuring children feel successful through meaningful recognition of their achievements.

We believe that good behaviour should be consistently rewarded:

- Positive reinforcement through raise and encouragement
- Dojo Points
- Head Teacher, Deputy/ Assistant Head and Class Teacher stickers
- Winning the Behaviour Cup in weekly Achievement Assembly for whole class reward
- Achievement Assembly 'Achiever of the Week' nomination for each class
- Winning the weekly attendance treat for Key Stage 1 or 2 (extra playtime)
- Reward stickers from class teachers
- Headteacher postcards



Class Dojo (Dojo Points)

ClassDojo helps create a positive classroom culture and reinforces positive behaviour. Children will be able to exchange their Dojo points for prizes which are kept in their Dojo Store in their classroom. Every half term, children can then exchange their points for a prize.





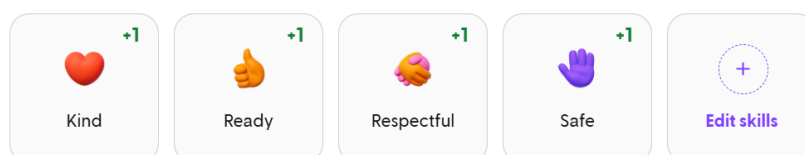
Class Dojo links directly with our behaviour code. Children can be awarded Dojo points for displaying the following behaviours:

POINTS

Give a point

Redeem Points

point report

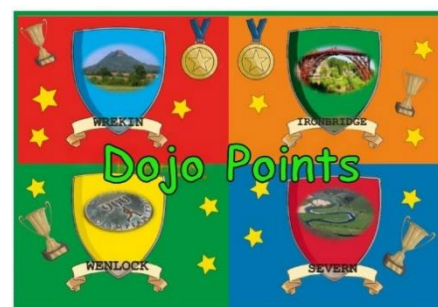


Parents will also be kept up-to-date with children's effort levels via the Class Dojo app. We believe this is a great way to ensure parents are involved every step of the way.

Children's Dojo accounts will also be linked to our house system. The house with the most Dojo points every half term will earn a Dojo House Celebration.

We have four houses into which children are sorted on entry to school. These houses are named after local Shropshire landmarks: Severn, Wrekin, Ironbridge, and Wenlock.

Children receive regular updates on how their house is getting on e.g. weekly and displayed on a whole-school virtual chart during our Friday achievement assembly. This chart shows the running totals each week. At the end of each half-term, the house team with the most points earn a 'Dojo House Celebration' during the school day where all members of the team can enjoy special toys and games together.



For sports day in the summer term, children compete in their houses, encouraging further cross-school teamwork.

Sanctions

Although we recognise that everyone can experience challenging days and may occasionally make poor behaviour choices, it is important that clear consequences are in place when the Behaviour Code is not followed. Our staff will always consider each child's individual circumstances and needs before applying any sanction, ensuring responses are fair, proportionate and supportive.

If a child is off-task, our approach prioritises gentle redirection, encouragement and opportunities to make positive choices, helping them re-engage with their learning in a constructive way.

If the behaviour continues, the pupil may lose part of a break or lunchtime to spend time with an

adult reflecting on their choices and discussing how to make more positive decisions moving forward.

Should the behaviour persist, or if a more serious incident occurs, the pupil may work with a member of our Pastoral Team or be referred to their Phase Leader. During this time, they will engage in restorative activities designed to help them reflect on their behaviour, understand its impact, and return to the classroom with a more positive and focused mindset.

In such cases, parents and carers will be informed through a phone call, a note in the home-school communication book, or a conversation at the end of the school day.

If a pupil's behaviour does not improve and they are repeatedly not following the Behaviour Code, the pupil will be sent to Miss Cook (Headteacher), Mrs Redworth (Deputy Headteacher), Miss McCullagh (Assistant Headteacher) or Mr McFarland (Assistant Headteacher) and be placed on a report card/ sunshine book to monitor their behaviour until a consistent improvement is seen.

Unacceptable Behaviour

We aim for our strategies to promote positive behaviour to be effective for all pupils. Children are always given the opportunity to reflect on their behaviour and consider how to make more positive choices. Following any incident, pupils are supported and encouraged to take responsibility for their actions by completing a behaviour reflection form—part of this may include offering an apology to peers or staff, looking at who has been affected by the incident and thinking about how the incident can be prevented in the future.



However, we recognise that some pupils may display behaviour that causes particular concern, or that certain behaviours may fall into specific categories requiring a more structured response. In such cases, an appropriate sanction will be applied in line with our behaviour procedures. (See Appendix 3: Home-School Agreement.)

Such behaviours include the following:

- disrupting other children's learning
- violent behaviour or hurting others
- deliberate offensive language (including racial abuse)
- deliberate rudeness
- name calling
- vandalism
- disregard for school rules and procedure
- theft
- bullying
- sexual harassment
- drug-related behaviour
- carrying a weapon
- refusing to carry out instructions.
- spitting or coughing at people deliberately

All staff should be aware that **safeguarding issues** can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Please see **Child-on-Child abuse policy**.

If a child's behaviour falls into any of the above categories, then staff will complete a concerns form, describing their involvement and what the consequences of the behaviour could be. It may be that a communication is sent home to parents detailing the types of behaviour. If the behaviour continues, then further communication is sent to parents or a telephone call is made, asking them to make an appointment to see the Phase Leader, Inclusion Manager, Headteacher, Deputy Headteacher or Assistant Headteachers. Dependent on the nature of the behaviour, parents may be called into school immediately.

Challenging Behaviour

Behaviour is dealt with immediately and proactively (in a non-confrontational manner). We assess why children behave the way they do (considering what the triggers to the behaviour are), then plan support programmes to avoid such triggers for poor behaviour choices or introduce the child to techniques to avoid such triggers and enable them to self-regulate their behaviour. Such support includes our *Time to Talk* and *Socially Speaking* programmes, *Circle of Friends*, and Report Cards, which allow children to develop their behaviour management skills each day: children are supported to plan targets for their behaviour and to assess their progress towards those targets. Staff will not give or threaten corporal punishment to a child. The whole Newdale team are actively involved in praising positives and supporting behaviour improvement.

Pupils at Newdale will always first receive verbal reminders when they are making negative behaviour choices. When inappropriate behaviour continues, it will be dealt with in some of the following ways:

- Initially, the child will be given an appropriate and personalised consequence e.g. missing part of their break or lunchtime to speak to their class teacher about their behaviour.
- If poor behaviour continues, the child may spend some time with our Pastoral team or be referred to their Phase Leader. During this time, the pupil will work on restorative intervention in the hope that they can reflect on their behaviour and return to the classroom in a more positive mindset.
- Following this the child might be put on a report card system, where their behaviour is recorded for each lesson on a chart. This is shared with the headteacher and parents at the end of each day.

- A 'Time Out' system also runs at lunchtime. If the Behaviour Code is not followed on the playground, the lunchtime supervisors will bring the child involved into school to see the Pastoral team and spend some time indoors to reflect upon their behaviour choices.
- Opportunity to talk about and reflect on their actions is supported by the pastoral team. Children will be asked to complete a behaviour reflection form, where they have a restorative conversation with an adult about the incident that has occurred. This helps them understand how their actions may have affected others and to encourage accountability and positive behaviour change. Where appropriate, children will be supported with apologising for their actions (e.g. through a picture or sorry letter) and making amends to move forward positively. Support groups with Miss Hudson (Pastoral Assistant) and Mrs Byrne Corbett (Pastoral Manager), that provide a time to talk and come up with alternative ways of solving problems, are sometimes used for children who consistently forget to use the Behaviour Code.
- In exceptional circumstances, serious or sustained negative behaviour may result in an internal, temporary, or, in the most extreme cases, permanent exclusion. This remains a last resort, and every reasonable measure will be taken to avoid such outcomes wherever possible.

Parents will always be made aware if their child has not behaved appropriately in school. It is extremely important that parents support school with the sanctions their child might be given as this can have a huge impact on the child's behaviour in the future.

Challenging and anti-social behaviour is dealt with promptly and support is given to the victim. Our hierarchy of sanctions encourages children to reflect on their actions, gives them the chance to redeem themselves and encourages children to take responsibility for their actions and the impact they have on those around them. Our policy is to encourage integration with others, e.g. with the ultimate goal of bully and victim relating positively towards each other.

Newdale Primary School Levels of Consequences



Ready



Respectful



Safe



Kind

Level	What the behaviour looks like	Consequence	Actions/Strategies
1 - Unexpected One off occasion	• Calling/shouting out • Out of seat/wandering around • Making noises • Not following instructions • Refusal to work / Not ready to learn • Using unkind/impolite words • Disrespectful use of equipment	• Reminder about making good choices • Refer back to Behaviour Code • If happens again, then will happen	• Refer back to behaviour curriculum • Giving controlled choices • Focusing on positive behaviours of other children

2 - Persistent	- Continued incidents of unexpected behaviours - Rudeness/arguing /answering back / Deliberately preventing others from learning - Defiance / occasional refusal to work - Leaving the classroom without permission	- Verbal Warning when displaying first behaviour - Reflection time using sand timer - If persistent, discussion with teacher through a restorative conversation in class time or break/lunch time. - Parent communication - Delay in joining in with the class treat (either to finish an incomplete task or have a conversation about behaviour)	- Giving controlled choices - Choices and consequences - Social Stories 'Call out cubes' - Rest break - Now and Next Boards - Work to reward - Task baskets - Visual timetable - Zones of regulation - Classroom swap- time out if needed - SMT/pastoral check ins - Adapted break and lunchtime arrangements - Social stories sent home with child for parents to close the day on - Adapted tasks/learning - Carefully selected classroom seating
3 - Serious	- Unsafe behaviour in or out of class - Continued hurting of another child/children. - Deliberate refusal to work - Aggressive or intimidating behaviour - Using inappropriate or discriminatory language - Leaving the classroom without permission - Damage to school property	- Give time to regulate depending on situation. - Might need to be encouraged to quieter area - Reflection time before/after restorative conversation. - Missing of break/lunch depending on incident. - Parents called - Senior Management/Pastoral involvement	- Adapted break and lunchtime arrangements - Work to reward/now and next/task baskets - SMT check ins - May work outside classroom/in parallel class - May require positive behaviour chart - Behaviour communication record card for parents

Adaptions

For some of our SEND/SEMH pupils, it is essential that we carefully adapt the level of consequences to ensure they are appropriate to their individual needs and developmental stage. Teaching and support staff always seek advice from SEND/SMT Team.

Internal Exclusion and Exclusion

In exceptional circumstances, where a pupil's behaviour meets the threshold for a more serious sanction, the school may implement an internal exclusion supervised by the Headteacher, Deputy Headteacher, Assistant Headteacher or a member of the Pastoral Team. Internal exclusion is

used only when other appropriate behaviour support strategies and interventions have been considered or implemented, unless the seriousness of the incident warrants an immediate response.

In the most serious cases, or where there is a persistent pattern of behaviour that poses a significant risk to the safety, wellbeing or education of others, the Headteacher may consider a fixed-term (temporary) or permanent exclusion. Exclusion is regarded as a last resort and will normally follow a graduated response of support, intervention and reasonable adjustments where appropriate. However, exclusion may be the first response to incidents of an extremely serious nature.

Decisions regarding internal exclusion or exclusion will be made in line with statutory guidance and the school's behaviour policy. Where exclusion is being considered, the school will seek advice from the Telford & Wrekin Pre-Exclusions Team where appropriate and will only proceed where the pupil's behaviour meets the relevant threshold. The Governing Body has statutory responsibilities in relation to exclusions and will be involved in accordance with current legislation and guidance.

See appendix 4: Modified Timetable Protocol

See appendix 5: Fair Access Panel Protocol

Lunchtimes

At lunchtimes, children are expected to abide by all the school rules, and it is the role of the supervisors to oversee this.

The Headteacher may, in extreme circumstances, decide to contact a child's parents and may exclude that child from the premises at lunchtimes. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor meetings so that parents can make representations. Lunchtime exclusions will not be counted towards the school's duty to provide full-time education from day six of a fixed period exclusion.

Leaving the classroom or school grounds without permission

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office or to senior leaders for adult support. It is advisable to keep a watchful eye on any child who has taken themselves out of the school building, and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk. **(Please see appendix 6 for further details.)**

Assessment and reporting

- Where a child's behaviour is observed as unacceptable each day, staff will log an incident on CPOMS, the online Safeguarding management reporting software in use in school.
- Sunshine books and report cards may also be used to track daily behaviour, both in school and at home. These are a vital link between school and home and is used in conjunction with the child, class teacher, parents, senior managers and the pastoral team.
- Outside agencies may be involved, with the aim of analysing the behaviour and the reason for it and the subsequent implementation of Individual Behaviour Plans, if needed, to plan support for the child with relevant home/ school/ agency support.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

All staff and governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this.

There is a Bullying and a Racist incident book kept in the Headteacher's office used to support children's understanding of the serious nature of both offences.

Incidents are recorded on incident logs and collated on the Contextual Information Summary (CIS) report.

Homophobic and Transphobic bullying

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the RSHE and Life Learning curriculums about different types of families and are encouraged to be accepting of all.

All staff and parents are aware that homophobic and transphobic bullying are reportable offences.

In the event of any such bullying, school would record the incident in the bullying incident log and inform all parents involved.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The governing body must be satisfied that the measures proposed by the Headteacher are lawful. **(See appendix 7)**

Searching and confiscation

The Headteacher, Deputy/Assistant Headteachers and Inclusion managers have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, and stolen items.

School staff can seize any banned or prohibited item found because of a search or any item considered to be harmful or detrimental to school discipline. **(See appendix 8)**

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example, if a child is hurting themselves and/or others or making a threat to injure using a weapon.

Any intervention used will always be minimal and in proportion to the circumstances of the incident.

All physical intervention will be recorded.

Most staff have been trained in de-escalation strategies and key staff have been trained in physical interaction techniques.

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Revocation of Parents' Licence to Enter the School

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school. If appropriate, the police may be involved.

Outside Agency Support

- Bee U
- Behaviour Support Advisory Team (BSAT)
- Support from the Local Authority (LA)
- Family and Education Support Workers
- Family Help (previously Early Help) support practitioners.

Developing the Partnership

Positive behaviour is the shared responsibility of children, parents, and the teaching team - partnership is vital. Parents are actively involved in both supporting behaviour and being kept aware of their child's behaviour by Report Cards, Home-School Communication Books, Inclusion Manager liaison, meetings at school and telephone calls or text messages if needed. The Headteacher will work in partnership with other agencies e.g. the police, when deemed beneficial. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. On some occasions, continuous poor behaviour of pupils may require that staff attend the Fair Access Panel to discuss concerns with a panel of Local Authority representatives. This could result in additional support being gained e.g. Outreach worker support.

Further reading and guidance

[Use of reasonable force and other restrictive interventions guidance](#)

[Behaviour and discipline in schools: guide for governing bodies - GOV.UK](#)

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Equality Act 2010: guidance - GOV.UK](#)

[Keeping children safe in education 2025](#)

[Suspension and permanent exclusion guidance](#)

[Supporting pupils at school with medical conditions](#)

[SEND Code of Practice January 2015.pdf](#)

Policy reviewed: September 2026

Next Review:

Due September 2027

R Cook

Headteacher

Should you wish to view or receive a copy of the appendices then please contact the school.