



Behaviour Policy

Purpose

At Newlands Primary Academy, we recognise that behaviour is a form of communication. We place great importance on understanding what behaviour is expressing and supporting pupils to regulate their emotions and actions in line with our expectations. Our policy is designed to promote high standards of behaviour and self-discipline, both in school and beyond, through a relational, restorative, and inclusive approach. We are committed to ensuring that pupils with emotional and behavioural difficulties, including those linked to special educational needs, are supported in accordance with the SEND Code of Practice.

Our behaviour policy is underpinned by our SHINE values—Safety, Honesty, Inclusivity, Nurture, and Effort—which are embedded across the curriculum and school culture. These values guide our expectations and interactions, helping children to develop the skills and mindset needed to flourish as learners and citizens.

Our values underpin our three school rules:

1. Be Safe
2. Be Respectful
3. Be Ready.

All expectations of the children relate back to these and children understand what they mean and why they are important.

Our values and rules are shared with families when they join the school with the expectation that these are supported beyond the school gate. We communicate clearly with our families to ensure that they can celebrate the successes that their children make with behavioural choices as well as how to support them, in collaboration with

the school, helping our children to understand themselves and to make positive choices.

We embed the *myHappyMind* programme across the school to support mental health and wellbeing. This NHS-backed curriculum teaches children about brain development, character strengths, gratitude, positive relationships, and goal-setting. It complements our behaviour policy by equipping pupils with the tools to understand themselves, manage emotions, and build resilience.

Restorative Approaches

We use restorative practices to help children reflect on their behaviour, repair relationships, and learn from their experiences. Staff are trained to use emotion coaching and restorative conversations to support pupils in understanding the impact of their actions and making amends. These approaches are grounded in neuroscience, attachment theory, and trauma-informed practice to promote relational safety and long-term behavioural change.

Positive Behaviour and Rewards

Positive behaviour is recognised and celebrated consistently across the school. We use verbal praise to reinforce our values and expectations. The *myHappyMind* modules—Meet Your Brain, Celebrate, Appreciate, Relate, and Engage—are used to help children build self-awareness, confidence, and emotional literacy, which in turn supports positive behaviour.

Children are recognised for their positive behaviour and given roles and responsibilities to enable them to positively contribute to the life of the school.

Staff model respectful and inclusive behaviour and use consistent routines and language to create a calm and predictable environment. We believe that effort and progress should be acknowledged as much as achievement, and we celebrate perseverance and personal growth.

Sanctions

When behaviour does not meet expectations, we respond with empathy and curiosity. Any sanctions issued are proportionate, consistent, and designed to help children reflect and re-engage. These may include time for reflection, restorative conversations, or loss of privileges. We avoid punitive measures and instead focus on teaching the

skills needed for better choices in the future. This helps our children to make better choices and improve their behaviour over time.

Individual Behaviour Plans and Pastoral Support Plans

Some pupils may require additional support to manage their behaviour. In such cases, we work collaboratively with families and external professionals to develop Individual Behaviour Plans or Pastoral Support Plans. These plans are tailored to the child's needs and include strategies to build emotional regulation, resilience, and self-esteem.

Lunchtimes

Lunchtimes are an important part of the school day, and we expect the same high standards of behaviour during these periods. Lunchtime staff are trained in restorative and relational approaches and use positive reinforcement to promote respectful and inclusive play. Pupils who struggle during unstructured times may be supported through structured activities or mentoring.

Reasonable Force

In line with DfE guidance, staff may use reasonable force when necessary to prevent harm or maintain safety. This is always a last resort and is carried out in accordance with our safeguarding policies. Incidents involving reasonable force are recorded and reviewed by the Headteacher and monitored by the Trust.

SEND

We recognise that some behaviours may be linked to underlying SEND or neurodiversity. Our approach is inclusive and differentiated, ensuring that pupils receive the support they need to access learning and participate fully in school life. Staff receive training in trauma-informed and neurodiverse-friendly practices, and reasonable adjustments are made where appropriate.

Bullying and Peer-on-Peer Abuse

Bullying and peer-on-peer abuse are not tolerated at Newlands Primary Academy. We take a proactive approach to prevention through our PSHE curriculum, *myHappyMind* modules, and restorative practices. All incidents are investigated thoroughly and

addressed in line with our safeguarding procedures. Any concerns regarding bullying should be addressed with the Headteacher.

The school has defined bullying as: 'The deliberate, conscious act of hurting, threatening or frightening someone else over a period of time'. We view any form of bullying very seriously and act promptly to eradicate it. We will always investigate allegations of bullying and take whatever action is found to be necessary.

Through Assemblies, Classroom Circles, our PSHE programme and our school council (from Spring Term for EYFS), pupils are encouraged to report any bullying that they suffer personally, or witness, to any adult whom they trust. We believe that all pupils have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. In most instances, the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the child protection policy and in line with Keeping Children Safe in Education (2023). These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation (see Child Protection Policy).

Sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported. These behaviours are most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

When an allegation is made by a pupil against another pupil which features one or more of the behaviours outlined above, our school's response will be proportionate, considered, supportive and decided on a case-by-case basis. Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen

to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction and support.

The school will work with children to help them to make better choices. Through a restorative approach, we aim to educate the alleged perpetrator and restore relationships, leading to better choices being made.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. After incidents, we may take these actions: A verbal warning, restorative conversation with the pupil/pupils involved, a phone call to parents/carers, a meeting with parents/carers, a period of internal exclusion (length dependent on incident). Only after serious incidents we may involve the police, issue a fixed-term suspension (length dependent on incident) or issue a permanent exclusion. The response to each incident will be proportionate.

We will address 'lower-level' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect. We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). In these incidents, we will consider: the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s), how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time) and this may result in: managing the incident internally, referring to the Early Help Hub support or support from children's social care or reporting to the police.

Beyond the School Gates

Behaviour outside of school that affects the safety or wellbeing of our community is addressed in accordance with this policy. This includes behaviour on school trips, online conduct, and interactions in the local community. Children are reminded that our SHINE values and school rules (Be Safe, Be Respectful and Be Ready) apply wherever they represent the school.

Teachers have the power to discipline pupils for misbehaving outside of the school premises in respect of non-criminal poor behaviour or bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when: taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform; in some other way are identifiable as a pupil at the school; posing a threat to another pupil or to a member of the public. If it is not possible to intervene directly, the behaviour should be noted and brought to the Headteacher's attention as soon as possible. The Headteacher must be informed if staff have applied our behaviour policy outside of school.

Suspension and Exclusion

Suspension and exclusion are used only in exceptional circumstances, when all other strategies have been exhausted or when behaviour poses a serious risk. Decisions are made by the Headteacher in consultation with the Local Governing Body and in accordance with statutory guidance. Full details can be found in the University of Chichester Academy Trust's policy on suspension and exclusion.