

Newington Green Primary School



Behaviour Policy 2025 - 2026

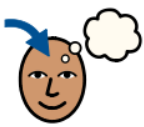
Newington Green Behaviour Policy

Introduction

Newington Green Primary School is a community where every child is valued, respected and supported to flourish. Our behaviour approach is rooted in high expectations, kindness and consistency, ensuring that all children can learn in a calm, safe and inclusive environment. We aim to support children to develop self-regulation, responsibility and independence in both their learning and behaviour, while fostering positive relationships and a strong sense of belonging. Through clear expectations, restorative practice and compassionate adult support, we work together as a whole school community to create an environment where everyone feels heard, safe and able to succeed.

Whole School Rights

These rights apply to all adults and children at school.

Right	
Article 2: the right for everyone to be accepted for who they are.	
Article 12: the right to be listened to and be heard.	
Article 19: the right not to be harmed and to be looked after and kept safe.	
Article 28: the right to learn.	

Our Rights in Practice

We display child-friendly versions of the *United Nations Convention on the Rights of the Child* throughout the school, including in every classroom and in shared spaces, so that all children can easily access and understand them. These rights are actively taught and revisited through class discussions and in Rights Respecting assemblies. We further promote children's understanding through a Rights Champion pupil body and a monthly focus on a specific *Right of the Month*, which is explored across the school community. Each class creates a Class Charter that reflects the rights most relevant to their community and learning environment. When behaviour does not uphold these rights, children are reminded of the rights and supported to make better choices. We ask all members of the school community, staff, pupils and families, to work together to promote and protect these rights.

School ethos:

This policy has been written for staff at Newington Green Primary School to set out the expectations and standards of behaviour for our pupils around the school and in the classroom. This policy should be read alongside our Anti Bullying, Teaching and Learning, Safeguarding and SEND policies.

We want the best for all Newington Green pupils and aim to learn and grow together by preparing all children for the next stage of their lives.

Our school aims to provide:

- a rich and diverse learning experience
- a safe, inspirational environment where children can flourish
- high standards of teaching and high levels of attainment

Our behaviour approach is summarised in our 'Green Expectations'.

Aims/principles of the behaviour policy

The aims of this policy are:

1. To create a culture of high expectations and exceptionally good behaviour for learning.
2. To provide consistency and clarity for staff, pupils and parents on our approach to behaviour and our understanding of RRS
3. To ensure that all learners and staff are treated kindly, fairly and shown respect.
4. To ensure all adults understand their role in setting the climate for positive behaviour
5. To help learners take control over their behaviour and to be responsible for the consequences of it.
6. To reward positive behaviour and employ clear consequences and restorative sanctions where necessary in order that children to develop an intrinsic sense of responsibility.
7. To ensure that where it does not impact the safety of pupils and adults, we avoid suspensions/exclusions.

This policy is underpinned by the following:

- Evidence from research such as the Education Endowment Foundation: 'Improving Behaviour in schools' report.
- DFE (2018) Mental Health and behaviour in schools
- Trauma informed practice and the effects of Adverse childhood experiences e.g. (When the adults Change by Paul Dix)
- Work with the trauma informed Islington organisation ITIPS

General principles and expectations

These core expectations underpin our behaviour approach. All staff and pupils are expected to embody and demonstrate these core values; we believe that adherence to these will lead to a rich learning experience, high achievement and excellent behaviour for all pupils.

- **Good relationships matter**

Knowing and understanding individual pupils well is the key to developing a positive behaviour environment. We believe that a focus on developing good relationships will ensure that pupils feel valued and supported and therefore will be less likely to misbehave. Staff should develop intentional practices to cultivate a positive relationship with every student in order to build confidence and trust.

- **Consistency of approach**

We believe that consistency and coherence at a whole school level are paramount. We are committed to ensuring that all staff including teaching assistants, receptionists and lunchtime staff are trained to ensure key behaviours are applied consistently.

- **Teach learning behaviours**

"You own your own behaviour." We believe that pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills will be less likely to misbehave in school. It is our aim to embed the explicit teaching of learning behaviours in order to raise awareness amongst pupils of the need to recognise and manage their emotions and reactions.

- **Calm and compassionate**

Staff understand that they are the adults in any given situation in school, that they are dealing with young children and behave accordingly. They remain calm and composed, not raising their voices, or engaging in 'tit for tat' exchanges with pupils.

- **Develop restorative practice**

Where misbehaviour has occurred, the child should be encouraged to think through their behaviour, its consequences and what they can do to make it better. This could be a conversation between the child and "victim", writing a letter of apology or putting right what went wrong eg. tidying a mess they have created.

- **Individual behaviour approach**

Whilst implementing a consistent approach is paramount it is recognised that sometimes a tailored approach to support an individual's behaviour may be necessary.

School Expectations:

Newington Green Primary School uses the system of 'Green Expectations'.

Green Expectations:

Aiming high.

1. Always challenge yourself

Doing our best.

2. Listen respectfully
3. Try, try again

Caring for each other.

4. Be kind, helpful and gentle
5. Be honest and responsible
6. Stay safe and care for people and property

The expectations are designed to focus on positive action rather than what children should not do. The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach there is an element of flexibility to address the needs of specific children. The 'Newington Green Expectations' are displayed in all classrooms, the halls and in both playgrounds.

Everyone is responsible for behaviour of **all** children and adults should reinforce the rules whenever appropriate.

Special Educational needs and disabilities

It is our belief that children with SEND including Autism Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH) should be given special consideration and support for their behaviour. It is essential that we have a good understanding of these children's needs.

Please consider the following:

- All challenging behaviour is a communication of need, and it is important to consider factors which have contributed to it in the environment, in order that change can be affected over time.
- Always consider whether misbehaviour is an indicator, or not, of a child suffering or at risk of suffering harm
- Trauma affects the brain and may lead to 'Fight, flight or freeze' behaviours which are not under the child's control. These behaviours must be given attuned and sensitive support and cannot be addressed until the child is calm.
- In pupils with ASC, emotional dysregulation can affect children's behaviour and must be supported by an adult according to their specific needs.
- The environment should support a child's needs e.g. visuals, workstations, buddy systems, zones of regulation strategies.
- Support for behaviour does not mean that there are no consequences for these pupils but that the consequences may need to be bespoke.

The 'Stay on Green' System:

The system is designed so:

- All children have the opportunity to make positive choices about their behaviour and influence outcomes.

- Children who regularly meet and go beyond the school's 'Green Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills and strategies to support self-regulation.

How it works:

- In the class/provision (e.g Breakfast Club (BC) or After School Club (ASC) there is a prominent 'Stay on Green' display.
- On this display, all children have a pocket with their name on it.
- Each day or start of each session (if BC or ASC), children start with a green card in their pocket.
- Children get a fresh start to green at various points in the day, e.g. after lunch. This gives a clear message, that we can move on and start again, which is an important lesson in life.
- If children make positive individual choices, they are celebrated by receiving a silver or gold card.
- Gold cards are recorded by support staff or teachers at the end of each day on Teams.
- At the end of each day, teachers will send a gold card email to parents of children who have received a gold card.
- If children make negative individual choices, they are given a warning. If this behaviour continues the child is given a yellow card and required to spend 5 minutes at the regulation station. After that time the child is invited back to the lesson and encouraged to continue to make positive choices.
- Should the negative behaviour continue after the child has had time to regulate, the teacher/adult in charge will give another warning to the pupil and encourage them to make the right choice. If the pupil continues to make the wrong choices, then a red card will be issued, and the pupil is sent to a partner class to regulate for 10 minutes. In the case of BC or ASC, this will be a designated time out area, where safe supervision can take place.

Routines and expectations

All teachers are expected to embed these routines in their classrooms. Support staff will also be expected to uphold and support the establishment of these routines. When these have been embedded, we will build on these with further routines.

In the first week of term, we expect staff and pupils to actively practice these routines over and over to ensure they are established and embedded.

The establishing of routines will be monitored by the SLT as their first priority

Entering the classroom

- Staff should greet pupils in the line for each registration session e.g. a smile, a different language greetings
- Pupils should go quietly and directly to seats
- An established seating plan and talk partners should be in place for each class

In the classroom

- Staff consistently use the language of green expectations for praise
- The class should be stopped in one of 3 ways for consistency. Staff should not talk or raise their voice to gain the class's attention.
 - Clap and repeat pattern,
 - Silent 3, 2, 1 countdown
 - Call and response
- Transition signal – 123 moving around (1 stand up, 2 move to seats, 3 sit down)
- Pupils are expected to stay in seats and must ask permission if they need to move around.
- Teacher should have all resources ready and organised. Pupils should be taught how to hand out resources e.g. by using monitors.
- Pupils should not leave the classroom during lesson time.

Around the school

- Moving around the school/lining up – bell rings for line up, left hand side and quiet
- An established line order should be in place with thought given to who sits/stands next to one another.
- Pupils should be encouraged to hold doors and speak with good manners to others and use excuse me, please and thank you.

- Staff must be mindful of using movement breaks correctly only for pupils where it's a strategy in their Individual Educational Plan (IEP)/Educational Healthcare Plan (EHCP.) Not all movement breaks require pupils to leave the classroom.
- Toilet breaks should be used judiciously (for children who have a medical need) in KS2.
- Pupils should not be unsupervised in the building.

Assemblies

- Children are expected to enter and leave assemblies in quietly and in line order.
- Pupils should not talk to each other during the assembly, unless directed to by the staff leading the assembly.
- Pupils should be active listeners and engage with the content of the assembly.

Playground

- We expect all pupils to continue to follow the school's core values in the playground
- Pupils should not enter the main building for any reason, unless instructed to/given permission by a member of staff.
- At the end of break, the bell should be rung/or whistle blown on time. At the first bell, pupils must stop playing. At the second bell, pupils must walk calmly and quietly to the line and wait to be collected by their teachers.
- Reward systems in the playground need to be developed.

RECOGNITION & REWARDS

Pupils at Newington Green are expected to follow the Green Expectations of 'Aiming high', 'Doing our best' and 'Caring for each other' at all times. Staff praise this behaviour and are positive role models of behaviour around the school. Consistent, calm adult behaviour from adults is key. We encourage children to go 'over and above' and make an exceptional effort in their learning and behaviour at Newington. Where pupils are meeting the school's expectations for behaviour, staff can reward them using the following school reward systems:

Positive praise

You cannot overpraise a child. A positive and happy school environment will go a long way to supporting good behaviour. Praise should be specific and meaningful to the child. It can be public or personal. Staff can praise to reinforce expectations e.g. 'thank you X for looking at me.' "I love the way that X is" If a child has been on a staged sanction and has now conformed to your expectation this should be praised and highlighted.

Certificates for reward assemblies

Once per week, during golden assembly, teachers should award certificates. There are a range of certificates that may be given:

- **Star of the week:** Star of the week awards will be nominated by teachers for excellence in a focus area / going 'over and above.' Stars of the Week receive a certificate; their parent is spoken to about their brilliant effort that week; and names go in the weekly newsletter.
- **Star of the day:** teachers may give these to any of their pupils for showing good behaviour and demonstrating excellent work.
- **Star reader certificate:** the English Leader, with support from class teachers, will award weekly star reader certificates in Golden assembly.
- **Pen license certificates:** the English Leader may choose to award pen licenses through giving a certificate in assembly
- **Miscellaneous certificates** for music, reading, sports, debating, etc.: on occasion, certificates may be awarded to show achievements in competitions or as recognition from an external organisation.
- **Behaviour prize,** all children who have not received a red or purple card that week are entered into a draw where one child per year group will win a prize for consistently following green expectations.

Sharing with parents and headteacher

Teachers can, at their own discretion, share work with parents at any time. Teachers should actively seek out opportunities to share successes with parents, especially those who are hard to engage, such as calling home to inform them of a positive day or part of the day.

If a child has produced especially impressive work, then teachers can send the child with their work to the relevant phase leader or Head of School to share their work.

Raffle – all children who stayed on green, silver or gold will be entered into a special half-termly raffle with the chance to win a prize.

CONSEQUENCES

Our focus is on preventing and pre-empting negative behaviour; to encourage self-regulation and limiting lost learning time. Teachers are trained in how to deescalate a situation before sanctions are necessary. When consequences are required, we consistently follow the below procedures.

- Sanctions should be applied with fair warning and compassion, and discussion should take place with pupils about what emotions their behaviour is communicating.
- **Shouting at pupils or shaming them is not acceptable.**
- Discussions should take place away from peers and not in front of the classroom.

The school has a coloured card system, with the idea that each day is a fresh start. Each child should start on green every day, unless they have yet to complete a consequence.

Behaviour Card	Action	Who involved?
Gold	Gold card email message sent home Send to partner teacher or SLT to show great learning Children entered in prize draw for assembly prize	Class teacher. SLT. Office Teacher record filled out
Silver	Praise given in class Send to partner teacher or SLT to show great learning Children entered in prize draw for assembly prize	Class teacher.
Green	Children entered in prize draw for assembly prize	Class teacher and pastoral lead
Warning	Child is reminded of Green Expectations. Appropriate time given for child to address behaviour.	Adult in class.
Yellow	Child to go to regulation station for 5 minutes Pupil is expected to listen to teacher during this time. After regulating, child is welcomed back and behaviour reset to green	Class teacher. Discuss with teachers what is yellow/red behaviour at NG
Warning	As above	
Red	Child is sent with their learning or reflection sheet to 'Partner Class' for 10 minutes reflection time After this time, the child returns to class. Teacher welcomes back positively and reminds child of 'Newington Green Expectations'. Child moves back to Green. Child is given opportunity to join class and address behaviour. 5 minutes off 'Green Time' Red card logged on CPOMS Teacher record filled out.	Class teacher Partner class teacher. SLT. Parent/Carer Teacher record filled out
Warning	As above	
Purple	Is sent in an emergency or if a child refuses to follow adult instruction at red level. If child refuses to go, class teacher will send two pupils to SLT/Office or call the office to send for SLT. Member of SLT will come and collect the child. Parental/Carer involvement (letter, phone call, meeting) 10 minutes off 'Green Time' Repeated purple card behaviour (Monday – Friday) could result in an internal suspension the next day. This must be discussed and agreed with AHT for the Phase. Class teacher will inform the parents. The internal suspension will be spent in another class in the school and reflection time will be completed at lunchtime. Before a child returns to class after suspension a reintegration meeting must be organized with the parent and AHT for phase a reintegration form completed and logged on CPOMS. Repeated purple cards in a week from playground incidents may result in the child having a playtime behaviour plan with agreed targets. Discussion to take place with pastoral team. Reflection time:	Office SLT Parent

	Reception – 15 minutes Years 1-3 – 30 minutes Years 4-6 – 1 hour or 1 lunchtime	
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Repeated purples in BC or ASC	Head of provision to meet parents to discuss behaviour plan and set targets	Head of BC ASC Possible involvement from learning mentor or pastoral lead
Sustained pattern of purple behaviour over time in BC ASC	Head of School and Head of BC and ASC meet parents Follow up letter sent stating their place is at risk if behaviour does not improve.	Head of School

Types of behaviour and sanctions

Behaviours	Appropriate Sanctions
Low level classroom disruption e.g. calling out, not following expectations, not following management signals, talking over teacher	Follow staged system consistently (do not escalate too soon) Allow time to regulate
Fighting	Discuss with phase AHT, talk to parents, suspension if very serious or injury occurs
Hitting and physical violence	Immediate escalation to purple missing break, record as a behaviour incident on system and report to line manager, meeting with parents, possible suspension
Swearing at others and name calling (with intent)	Purple card behaviour, involve parent and AHT, record on CPOMS
Racist, homophobic language or sexist language	Immediate escalation to purple card behaviour, Record as a racist or homophobic incident on CPOMS and report to AHT and parents must be informed
Behaviour that risks the safety of the pupils or others in the class	Removal from the class for safety OR the class evacuated if needed SLT to determine next steps
Severe physical violence towards pupils and staff	Headteacher (or DHT) to determine outcomes – possible suspension (internal or external)
Sexual misconduct/use of sexualised language	Report to one of DSLs, report on CPOMS and inform parents.
Repeated low-level disruption.	1. Teacher to meet with parent. 2. Teacher and Learning Mentor to meet with parents. 3. AHT and Teacher to meet with parents. 4. Head of School and Teacher to meet with parents.

Suspensions:

We are an inclusive school, and we work hard to develop strategies to include all children. However, if a pupil's behaviour is deemed unacceptable on a one-off serious incident or persistent poor behaviour over a fixed period then the school will issue a suspension to maintain the health and safety of all our community.

Internal Suspension:

Internal suspension will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. The Class teacher must liaise with AHT for their phase and with the teacher of the class the pupil is being sent to and set work for the day. Any pupil on internal suspension will not be allowed out to play and must spend lunchtime in reflection. SLT must be advised of any internal suspension, so the appropriate letters and forms can be completed.

An example of behaviour which could lead to internal suspension would be persistent unacceptable behaviour by a pupil.

External Suspension:

The Headteacher or Deputy Headteacher can issue an external suspension. A decision to externally suspend a child will only be taken when all other possibilities and strategies have been tried or to maintain the safety of pupils and staff.

An example of behaviour which could lead to external suspension would be deliberate physical violence towards a pupil or staff member.

Reintegration:

Following a suspension, internal or external, a reintegration meeting must take place before the pupil can return to class. This meeting will involve the parent, pupil, teacher and a member of SLT. Behaviour targets will be set in this meeting and recorded on a reintegration form (see Appendix 4). Parents/Carers will be given a copy of the form once complete, and a copy will be kept on the child's school record.

Restorative conversations

Children should be supported to reflect on their behaviour, this may include a restorative conversation, or a letter of apology. Restorative questions should be used as a prompt to encourage children to reflect upon their actions. These could include questions such as

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Pupils with specific needs

A small minority of pupils may continue to struggle with the implementation of the main policy. In these cases, pupils may need something additional to and different from the main policy. If a child in your class seems unresponsive to the policy and consistently ends up on red or purple cards, then it is likely the approach is not working for them. In this case a discussion will need to be had with the pastoral team, learning mentor and/or SENDCO and a new approach agreed, such as an individual behaviour plan or reward chart.

Pupils with SEND

Additional training for staff may be necessary to understand pupils with some SEND needs, particularly ASC. Children with sensory and communication needs may need a different approach to behaviour. If you have a child diagnosed with ASC in class or suspect ASC, then this must be discussed with the SENDCO and support put in place for you and that child.

Use of reasonable force

This section of the document has been written according to DfE guidance on reasonable force, last updated July 2013. The quotations/extracts that follow have been taken from this guidance document.

Definition of reasonable force

- Newington Green Primary School understands 'reasonable force' to mean: *'the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.'*
- The circumstances in which force might be used vary; it may be required for either **control** or **restraint**, and the severity or urgency of the circumstances will be dependent on the context.
- We consider control to mean: *'either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.'*
- We consider restraint to mean: *'to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.'*

Reasonable force – who, when, why?

- **All** members of school staff are legally permitted to use reasonable force where necessary. This may include additional members of staff placed in charge by the headteacher, e.g. a parent volunteer.

- Reasonable force is to be used to either control or restrain a pupil and is solely for the purpose of preventing '*pupils from hurting themselves or others, from damaging property, or from causing disorder.*' The responsibility of deciding whether reasonable force is necessary resides with the professional judgement of the staff member(s) present.
- Reasonable force **may** be required to:
- '*remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- '*prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- '*prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- '*prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- '*restrain a pupil at risk of harming themselves through physical outbursts.*'
- It is **unlawful** for schools to use force as a punishment in any form.

Further guidance and information on the use of reasonable force can be found on the DfE website.

Reasonable force and SEN

As a school we have a legal duty to make reasonable adjustments for disabled children and children with SEN. Please speak to the SENDCO about any concerns you have regarding the behaviour management of children with SEN, who will consider specialist training where appropriate.

Roles and Responsibilities

Behaviour is everyone's business, and we expect all school staff to deal with incidents of negative behaviour in a calm and consistent manner.

The Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of theirs. In order to ensure consistency of approach to behaviour and learning, the Leadership Team will regularly monitor the implementation of the Behaviour Policy, through informal and formal observations, data analysis and feedback from stakeholders.

The pastoral team review patterns of behaviour and ways to support individuals or classes with challenging behaviour including making referrals to external agencies.

Staff - All members of staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff and the School Council have a key role in advising Leaders on the effectiveness of the policy and procedures with regular reviews. They also have responsibility, with the support of the Leaders, for creating a high-quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

Parents and carers - Parents and carers will take responsibility for their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist staff in maintaining exacting standards of behaviour. It is expected that class teachers are the first point of contact for all behaviour incidents and information sharing. When a parent/carers is not satisfied, they may escalate this to the teacher's line manager. We expect all parents/carers to abide by the school's policy on working with parents in regard to their conduct on site and in meetings.

The staff endeavour to develop positive relationships with both parents/carers through regular communication and through the expectation of parents/carers' involvement in order to prevent escalation of behaviour. It is important for parents/carers to familiarise themselves with the Behaviour Management systems outlined at information events and structured conversations. They will also have the opportunity to be kept informed of any changes in the behaviour policy.

Pupils - Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedures, and expectations. Pupils are encouraged to report any concerns to do with behaviour issues.

Approved by: Teaching & Learning Committee

Last reviewed on: September 2025

Next review due by: September 2026

Appendices – further information

Appendix 1

This policy has been written in conjunction with the DFE publication, Behaviour and discipline in schools, January 2016: <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Appendix 2

Discipline in Schools – Teachers' Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable and those who do not follow reasonable instruction, based on the school rules.
- The power applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupils is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehavior occurs outside of school.
- Teachers can confiscate pupils' property. As long as it is reasonable in the circumstances:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Appendix 3:

Example Positive Behaviour plan

Pupil Name: _____ Year group: _____	
Teacher: _____	
Targets 1 _____ 2 _____ 3 _____	
My teachers will help by...  : :	
My reward will be ...  : :	
If I do not follow my plan, then ... : : :	

Appendix 4:



Newington Green Primary School

Executive Headteacher: Paul Thomas

Head of School: Mairead McDonnell

Reintegration Meeting Form – post an internal/ external suspension

Name of child:

Date of meeting:

Parent attending:

Date of suspension:

Reason for suspension

Agreed behaviour targets

- 1.
- 2.
- 3.

Referrals or actions to be put in place- please tick

Referral to CAMHS	Pastoral support
Referral to EP	Referral to NRC (behaviour support)
Learning Mentor	Agreed rewards
Specialist group work	Referral to Home/school worker
Home/school behaviour book	Parent support in class

Other

Signed Parent

Signed Child
Signed SLT