

NEWTON LONGVILLE

C OF E SCHOOL



BEHAVIOUR POLICY



Vision

"Whatever you do, work at it with all your heart" Colossians 3:23

Our vision derives from our theological roots and is woven throughout school life. We work at everything with all our heart; striving to be the best we can be. This ensures the entire school community flourishes in an environment that celebrates learning and individuality, with everyone reaching their full potential; spiritually and academically.

Values

Our Christian values: **Compassion, Respect, Aspiration, Friendship** and **Thankfulness** (C.R.A.F.T.) underpin our school vision and support each and every one of us to achieve to the best of our abilities, raising aspirations, confidence and self-esteem. For children, our vision and values are brought to life through our cross-curricular and creative curriculum, which is skills based and knowledge supported. We strive to offer a high quality, rounded education for our pupils in partnership with their families and the wider community.

Each value is rooted in theology, and was discussed and chosen in partnership with our Worship council.

Compassion – *Be kind and compassionate to one another.*

Respect – *Do to others as you would have them do to you.*

Aspiration – *I can do all things through the one who strengthens me.*

Friendship – *Friends forgive each other and help each other in difficulties.*

Thankfulness – *In everything give thanks: for this is the will of God.*

This policy particularly links compassion, respect, friendship and thankfulness and that behaviour should also be worked at with all our hearts.

Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Behaviour Policy has been produced by the school community working together and it reflects the Christian values promoted in the school's aims and values statement. At Newton Longville Church of England Primary School, we endeavour to support children to achieve to the best of their abilities and raise pupils' aspirations, confidence and self-esteem. Our Christian values of compassion, respect, aspiration, friendship and thankfulness, underpin our school vision. They are addressed through our creative curriculum and are an integral part of this policy. We believe that our Christian vision and

values support and prepare children on their journey to becoming respectful, responsible citizens of the future.

This policy sets out the expectations of behaviour at our school. The Governors, staff and pupils seek to maintain a supportive and loving environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-Bullying Policy, Safeguarding Policy, Equal Opportunities Policy, Race Equality Policy and Newton Longville C of E Primary School's vision and values statement.

Aims and Principles

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the school:

- Enable effective teaching and learning by having a calm, purposeful and happy atmosphere
- All members of the school community are treated with consideration and respect
- Value others and be polite and friendly
- Work hard and try one's best
- To be responsible for the choices that they make
- Respect the school environment and other people's property
- Respect the culture and beliefs of others
- To gain an understanding of the relationship between actions and consequences
- Promote self-esteem and emotional well-being
- To make positive changes in their own behaviour.
- Prevent bullying

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach with parental support and cooperation.

We recognise the best way to ensure that these principles are maintained is through reflection, forgiveness and reconciliation. By encouraging our pupils to think about their choices we hope to give them strategies to make caring and compassionate ones. When choices lead to incidents we do not wish to see, pupils will be asked to talk through these incidents and reflect on what has happened. The School will encourage forgiveness and understanding and try to reconcile the relationship. Every day is regarded as a brand-new day where the slate is wiped clean.

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently (see Anti-bullying Policy).

Pupils are expected to:

- Follow the school and classroom rules
- Accept responsibility and the consequences of their actions

- Listen to and respond appropriately to what adults say
- Reflect on good choices
- Try their very best from abseiling to maths and tying a shoelace to taking part in music lessons.
- Look after other children and support them e.g. using the buddy bench at playtimes
- Raise awareness and support local, national and international charitable work.

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide an approach to the specific behavioural needs of individuals, liaising with the SENDCO and outside agencies as appropriate.
- Handle any incidents and needs with compassion and a nurturing approach
- Use the de-escalation strategies alongside positive behaviour support plans and any scripts suggested

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Help their child reflect positively on their day and the choices they have made
- Support school requests respectfully and reinforce any agreed messages

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the Christian vision of Newton Longville as a Church of England school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded.

Positive Behaviour Management

Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy.

Guidelines

We will relentlessly praise children who make consistently good choices in class and around school. We ensure they are rewarded for their efforts.

- Verbal and non-verbal praise (thumbs up etc)
- Approving signs/acknowledgements
- Class rewards – e.g. time on the adventure playground
- Class dojos
- Stickers, stampers, notes home
- Values Champions certificates
- Written praise in children's work
- Recognise effort rather than the outcome
- Display children's work around the school and classroom
- Thankfulness Assembly each week celebrating in and out of school achievements
- Share work with SLT or other adults in school, to recognise achievements
- Celebrate work/achievements in class

All members of the school community should be role models to others demonstrating the school vision and values. .

Class dojos

We use an online system for rewards called Class dojo with which we award dojo points to the children. It also allows parents to see and celebrate achievements with their child.

Class dojos are awarded linked to the vision and values of the school.

- Compassion, Respect, Aspiration, Friendship, Thankfulness (worth 1 point)
- Vision (worth 5 points) for someone who shows all of CRAFT at the same time or exceptional effort which matches our vision.
- Reading (1 point) every time they read at home
- Home Learning (1 point)
- Times Table Rockstars (1 point)

In addition to the above:

- Each week, one class will earn additional playtime as they have earned the most dojos that week.
- Each month, one child from EYFS/Key Stage One and one from Key Stage Two will receive a certificate for earning the most dojos linked to a specific CRAFT value. (Values Ambassador)
- Every term, the class who has earned the most dojos will receive a special treat e.g. non-uniform for the day.
- At the end of the academic year, the class who have earned the most points will receive a larger treat based on a list discussed with the children and staff.
- When a child reaches 100, 200, 300 etc dojos, they will receive a special certificate and are mentioned in Thankfulness assemblies every Friday.

End of year awards

Linking with our positive behaviour, we have an end of year award. The adults in each class will choose a child who is the 'Champion of Champions'; someone who personifies our vision and values *all* of the time. Each winner will receive a customised memento to take home as well as have their picture on display all year. Champions can be chosen multiple times during their school life, so it might be that they have a little collection by the time they leave school.

In Red Kite Class, we award a champion for each value. They will have their names inscribed on a special values shield as part of a display area in school and so remain with us for years to come.

Encouraging a class-based approach

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Time will be given, during the school day, for children to say "Sorry because" and "Thank you because" to others in their class. Children will also indicate how they are feeling during morning and afternoon registration for example by scoring between 1 and 10, using colour monster references or Zones of Regulation. This is left to the discretion of the class teacher.

Non-adherence to behaviour policy - summary of procedures

These procedures assume a gradual increase or persistence in poor behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e. violence) then it is acceptable to skip stages e.g. child may be given a planned time out or suspension. Procedures may be repeated, we do not simply work through the stages so a rule reminder or time out may happen several times.

We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home.

Staff will use physical restraint with a pupil if their behaviour is placing themselves or others safety at risk. Appendix 1 will be referred to with regards to the new guidance from DFE and Bucks County Council for restrictive force. A Positive Behaviour Plan will be drawn up for individual pupils if they are to be physically restrained. The PBP will be shared with parents/carers and the child concerned. All incidents involving physical restraint are recorded online using CPOMS and parent/carers are informed.

	Behaviour is good, living our vision and values
	Low level behaviour choices Rule reminder – a non-verbal or verbal reminder of expectations of behaviour and rules (refer to class display). De-escalation script Praise for good choices
	Persistent, low-level behaviour De-escalation script Verbal reminder may choice of consequences: ● Move within classroom / remove equipment ● Sanction – e.g. 5 minutes reflection (may be with an adult) Praise for good choices
	Time Out This is to another area in the school e.g. shared space, another classroom, near the staffroom. This could also mean missing part of break or lunch. A discrete conversation to be held with the child.

	Planned time out (seclusion) In discussion with parents, class teacher and a member of SLT. The class teacher is to provide work and this is to be for a specific length of time. This may be spent in another part of school e.g. shared space, another classroom, SLT office. This could include all of a break or lunch time.
	Formal suspension (otherwise known as fixed term exclusion) • Parents to be informed and exclusion process completed by Headteacher (following guidelines in Local Authority Behaviour Policy)
	Permanent exclusion • Completed by Headteacher (following guidelines in Local Authority Behaviour Policy)

A child who regularly misbehaves and who does not respond to the above measures will be referred to the SENDCO and consideration for placing on the SEN register and an assessment may be agreed. In such cases, the following course of action will be followed:

- Staff coordinate a discussion with parent / carer re: incident / behaviour concerns. During this discussion, a positive BSP (Behaviour Support Plan) is considered. Tracker sheets may be used to identify triggers or difficult times for the pupil.
- Headteacher is informed and SENDCO, Teacher, Parent and pupil are involved in drawing a plan of action.
- A time scale and review date is agreed.
- External agencies may be involved
- PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a suspension. It covers 16 school weeks and aims to improve behaviour based on small step targets. Time scales and regular review dates will be agreed.

During a crisis

If there is a possibility that other children may be harmed, move them away or follow the process detailed in the child's Positive Intervention Plan.

De-escalating staff body language includes:

- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

Planned scripts to be used when the child is able to listen. This may include phrases like X, I can see you are.... I'm here to help you....Talk and I will listen... Come with me and....

During the incident, the child's behaviour may be influenced by anger, shame, frustration, disappointment etc. It is important to re-visit the experience with an individual who is calm, relaxed and reflective.

For staff:

It is recognised that each individual reacts differently to challenging incidents. Feelings of fear, anger, shame, inadequacy or violation are normal and healthy.

Following an incident:

- Anyone suffering from shock or injury will receive medical attention as soon as possible
- A member of SLT will offer immediate support, providing an opportunity to talk or to spend time out of class to process the incident
- If stress is experienced as a consequence of being involved in the incident, they will be encouraged to seek support from the Employee Assistance Programme

Last review – July 2026

Curriculum and Resources Committee

Next review – July 2028

APPENDIX 1

Buckinghamshire Council

Guidance on DfE Use of Reasonable Force and other Restrictive Interventions Guidance – April 2026

This guidance has been written in the light of more specific guidance that is available to schools. The main national guidance is:

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026 (Department for Education)

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

This is the document all schools must follow from **1 April 2026**.

It replaces *Use of Reasonable Force (2013)* and introduces new statutory duties on **recording, reporting, seclusion definitions, and SEND considerations**.

The DfE issued updated behaviour and restrictive intervention guidance ready for **April 2026**, which includes an important widening of the definition of seclusion amongst other updates around physical intervention, recording and reporting. We are sharing this clarification with all schools to ensure consistent understanding, accurate recording, and compliance with statutory expectations.

Seclusion

1. Key change in the DfE definition of seclusion

The DfE now defines seclusion as any situation in which a pupil is prevented from leaving a space — whether through:

- physical obstruction,
- blocking the exit,
- a member of staff positioning themselves to stop exit, or
- creating a belief that leaving will result in punishment or negative consequence.

Importantly: the child does not need to be alone for this to count as seclusion.

This is a significant shift from previous interpretations, including those influenced by older STEPS materials, which focused heavily on isolation or a child being placed alone in a room.

2. What this means in practice

Because the definition has broadened, situations that previously may not have been labelled as seclusion may now fall within that category. For example:

- If a pupil is asked or instructed to remain in a room and is not free to leave, then this is seclusion, whether or not staff remain present.

The DfE requires that all incidents of seclusion must be recorded and that parents must be notified on the same day, in line with the expectations for any restrictive intervention.

This is not an issue with STEPS; it is a deliberate tightening by the DfE to promote transparency, safeguarding oversight, and consistency across the system.

Our core Norfolk STEPS message still holds:

We do **NOT** promote placing a child alone in a room they cannot leave. This remains fully aligned with national policy. However, our language must now reflect the wider DfE definition so that staff understand that:

Seclusion **can** occur even when an adult is present. The determining factor is whether the child is free to leave.

3. What is not seclusion (Aligned with DfE April 2026 guidance)

Below is a summary from our updated STEPS materials to support clarity:

Not seclusion when the pupil is free to leave

✓ Voluntary use of a calm/safe space

– The pupil chooses to go; staff do not block exit.

✓ Supervised withdrawal to support focus or regulation

– A corridor, side room, or another classroom with free movement.

✓ Disciplinary removal (Behaviour in Schools)

– Reflection rooms, internal inclusion, time out where leaving is permitted.

✓ Time out inside the classroom

– Sitting apart or at a designated desk with no confinement.

✓ Guiding or escorting a pupil to another space

– Supported movement, not restriction; not confined afterwards.

✓ Short term crisis support in open spaces

– Standing with a pupil in a playground, corridor, or open area.

✓ Situations where exit is restricted due to whole school safety procedures

– e.g., lockdowns or temporary logistical restrictions that are not targeted.

✓ A pupil observed in an open room with no blocked exit

– Door open, staff not preventing movement; the child can freely leave.

4. Examples of situations that are seclusion under the new guidance

These must be **recorded and reported to parents in writing on the same day**:

- Holding or positioning yourself in a doorway to stop a pupil leaving.
- Standing in a way that makes it clear the pupil cannot pass.
- Closing a door or placing furniture in a way that stops exit.
- Telling a pupil they “must stay here” and implying consequences for leaving.
- Escorting a pupil into a room and then preventing them from leaving.
- Staying in the room with a child but preventing exit (this is no longer “supervised support” — it is seclusion if exit is restricted).

5. What we will now update within STEPS materials

To support consistency across all settings, we will:

- Include an explicit explanation of the broadened DfE definition.
- Add clear examples of what is and is not seclusion.
- Equip tutors/advisers to ensure schools feel confident explaining and recording seclusion in line with statutory expectations.

6. Summary: Key message for schools

Seclusion is about restriction of exit, not whether a child is alone.

If the pupil is not free to leave, it is seclusion and must be recorded and parents informed the same day.

If you would like support reviewing your school level policies, recording processes, or staff training materials, please let me know and we can arrange follow up guidance.

Physical Intervention

1. When can force be used?

Reasonable force may only be used to prevent or stop a pupil from:

- Causing injury to themselves or others

- Committing a criminal offence
- Causing disorder among pupils at the school, whether during a teaching session or otherwise
- Damaging property

Force must:

- Be reasonable and proportionate to the risk
- End as soon as the risk has passed
- Never be used as a punishment

Important clarification:

All incidents requiring the use of force must be recorded. This includes any techniques where the pupil is not moving willingly – therefore Steps techniques such as shoulder hugs which are used when a child is moving willingly, sitting or used simply as an emotional support do not need to be formally recorded (see section 2 below)

2. What does NOT count as restrictive intervention?

The guidance is clear that appropriate everyday physical contact is not restrictive when used appropriately.

Examples include:

- Giving first aid
- Guiding or escorting a pupil (e.g. holding hands in line or on a trip)
- Helping a pupil move to a space they have chosen to self-regulate
- Comforting a distressed pupil
- Congratulating a pupil (e.g. handshake, pat on the back)
- Demonstrating the use of equipment or physical exercises

Recording and Reporting

1. Recording and reporting - What must be recorded:

Schools must record all significant restrictive interventions.

A significant incident includes:

- Use of reasonable force

- Restraint (including non-force related restraint)
- Seclusion
- Physical force used to implement a non-physical restrictive intervention

Records must be:

- Completed as soon as practicable
- Always completed on the same day

Records must include (as a minimum):

- Pupil's name
- Names of staff involved
- Date, time, location, and duration
- Pupil's needs or circumstances (including SEND or known vulnerabilities)

What happened, including:

- What led up to the incident
- What de-escalation or prevention strategies were attempted
- Why the restrictive intervention was necessary
- The type of intervention used (physical or non-physical), and degree of force if applicable
- Any injuries, medical attention, or follow-up support

Trauma, Dysregulation and the Sequence of Engagement (Bruce Perry / Louise Bomber)

When children or young people with a history of trauma become dysregulated, they are **not making a choice to behave badly**. Their stress response system has been activated, and the **survival parts of the brain take over**, driving *fight, flight, freeze* responses.

At this point:

- **Cognitive processing is offline**
- **Language processing is reduced or absent**
- **Reasoning, problem-solving, and reflection are neurologically unavailable**

Perry's neuroscience-informed model demonstrates that adults must engage with dysregulated children in a specific order:

1. Regulate

Help the child's nervous system settle through co-regulation: calm tone, predictable breathing, reduced demands, sensory regulation, and presence.

2. Relate

Once the child is calmer, connect relationally—conveying safety, attunement, empathy, and emotional containment.

3. Reason

Only when the child returns to their thinking brain do dialogue, problem-solving, reflection, and restorative conversations become effective.

4. Repair

Rebuilding trust, reflecting together, and making amends can only occur when the child feels safe and regulated.

This staged approach—**Regulate → Relate → Reason → Repair**—is the core of what Perry and Bomber refer to as the *Sequence of Engagement*, and is consistently shown to be the **most effective way to de-escalate situations and support long-term relational safety**.