



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Positive Behaviour Policy

Published:	<u>September 2026</u>	Review Date:	September 2027
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1. Philosophy

At the heart of any successful community is a disciplined, safe environment based on mutual respect. We believe that building positive relationships with children is the most effective way to encourage good behaviour and to develop self-esteem and independence.

2. Aims

- Create a climate where learning can flourish;
- Protect basic rights of safety, learning and respect for all;
- Promote self-discipline;
- Clarify acceptable standards of behaviour based on the school's values;
- To set boundaries in which children can feel safe and achieve;
- Teach children about socially appropriate and acceptable choices.

3. Christian Values

To facilitate our aims the school has adopted a set of values to reflect the school's Christian foundation and the moral and high standards we wish to uphold. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity of our society and the environment in which we live. We believe that everyone is made in the image of God and therefore our values reaffirm our commitment to the virtues of respect, justice, friendship, generosity, thankfulness and perseverance.

4. School Ethos and Moral Code

The ethos of Newbold School emanates from its Church foundation and strong community links. The children are well known by various members of staff. Parents and grandparents help in school on a regular basis. Parents are able to come into school at a mutually agreed time to discuss any concerns they may have. Expectations of the pupils accord to those in any caring family unit i.e. respect, consideration and care for one another. This accepted moral code is reinforced in school assemblies, at lunchtime, during after school clubs, in team games, visits away from school as well as in personal, social and citizenship lessons.

5. Legislation and statutory requirements

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

- [Behaviour in schools advise for headteachers and staff 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)
- [Working together to Safeguard Children 2026](#)
- [Use of reasonable force in schools](#)



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

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

6.Partnership with Parents

Parents and carers have the primary role in fostering good behaviour. The school is committed to the development of a close professional relationship with parents and recognises the crucial nature of support from them. Parents' views will be sought and valued. Parents will also be encouraged to recognise their responsibilities towards their child. We hope that this partnership approach will help parents to understand and support their child both at home and at school.

7.Expectations of Pupils

All children are encouraged to adopt the school's code of conduct by;

- Treating other children with respect;
- Not engaging in child on child abuse;
- Listening when they are spoken to and following instructions;
- Carrying out work tasks to the best of their ability;
- Looking after books and equipment;
- Acting sensibly and safely when moving around school;
- Treating all staff with equal respect;
- Completing homework on time;
- Sitting quietly in assembly;
- Informing a member of staff if they or another pupil are in difficulty;
- Remaining within the school grounds during school hours unless collected by an adult with prior arrangement;
- Not entering the school or grounds out of hours without permission;
- Learning acceptable table manners for communal eating;
- Being polite to visitors, students etc;
- Being organised and equipped for lessons;
- Being actively opposed to any form of bullying;
- Uphold the school identity by wearing full school uniform at all times.

8.Teaching and Learning

In the Foundation Stage a large amount of time is taken to induct children into the world of school. Children are taught to share in the classroom environment, to remember to say please and thank you and to understand that they have to take turns, wait in line, sit quietly on the carpet and in assembly and to listen to the adults who work with them and to do as they are asked. Lots of explanations are given and discussions about behaviour permeate the work of the Foundation Stage. Children are given many opportunities to learn how to be safe and to



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behave in school and to develop rewarding and successful relationships with their peers. Activities include modelling, demonstration, stories, drama, circle time and assemblies.

In Key Stage 1 and Key Stage 2 the children are taught to care for themselves and one another specifically through the PSHE and citizenship curriculum, class and whole school assemblies, RE lessons and circle time. Circle time is regularly used in our school and is an opportunity for children to reflect on the wider issues that affect their lives and the part that they play in the life of the school.

9. Rewards and Sanctions

9.1 We recognise that praise is the most effective way of encouraging good behaviour. We do this with Headteacher awards, star of the week awards, Growth Mindset Awards, Happy Lunchtime awards, merit awards and celebration assemblies. Children are encouraged to share out of school achievements (brownie/cub awards, sporting and other certificates) in assemblies, points are also awarded for star of the week, participation in school events and full ladybirds or nests.

9.2. The John Burnett Cup is also awarded for the child who has made the most improvement- academic or behaviour- throughout the school term. A star of the term is nominated by Staff, one is selected from each Key stage to receive a book token.

9.3. Class teachers and support staff give a variety of awards & stickers for effort, achievement & good behaviour. Children who find it hard to behave consistently well will be set achievable targets and be given regular, positive feedback from school staff as they are achieved.

9.4 However, sanctions will be applied for inappropriate behaviour:

- Children will be asked to reflect on their actions and apologise;
- Children may be moved to a different class room;
- Children may be detained at playtimes and tasks will be set if class work is not completed to a satisfactory standard;
- Privileges may be withdrawn e.g. a monitoring responsibility, representing the school;
- Parents will be invited into school to discuss an on-going problem with the class teacher to develop a shared approach to rectifying the inappropriate behaviour;
- Parents will be invited to meet with the Headteacher if a serious incident occurs;
- If school property has been damaged a payment may be sought;
- In the rare event of unacceptable behaviour towards a member of staff or child a pupil may be excluded.

9.5 N.B. Teachers and other staff who have lawful control or charge of pupils may use reasonable force to prevent pupils committing a crime, causing injury or damage or causing disruption. Parents would be informed if any such action became necessary. Headteachers may suspend a pupil for up to 45 school days in one school year. In the event that such action became necessary the Governors of the school would be informed.



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10. Zero-tolerance approach to sexual harassment, sexual violence and child-on child abuse.

The school will ensure that all incidents of sexual harassment, violence or child-on child abuse are met with a suitable response, and never ignored.

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

The school's response will be:

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

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

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

Please refer to our Safeguarding Policy. <https://@newbold-cecp.leics.sch.uk>

11. Off-site behaviour

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

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

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

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

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

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



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12. Monitoring arrangements

This policy will be reviewed every 1 year or earlier if there is a change in the school's circumstances or government legislation.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Childs Anti-bullying Policy
- Staff code of conduct
- Children's code of conduct
- SEND information report
- Written statement of behaviour principles.



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Appendix 1:

How to use the Chance and Climb Cards

A Climb Card should be given to children as a reward for:

- A positive attitude to learning
- Showing respect to others
- Working hard
- Setting a good example
- Persevering with work



A **Climb Card** is used to recognise and celebrate positive behaviour during lessons. When a child demonstrates expected behaviour (following school policy), a card should be physically placed on their desk so they can see this recognition and feel proud of their effort. This visible reward also encourages other children to notice and mirror those positive behaviours. Only 1 climb card should be issued within a lesson, and teachers must remain consistent with this. When a climb card is issued, it should not be taken away. A Chance Card can be placed next to it on the desk, if necessary, later in a lesson.

At the end of the lesson, children who received a Climb Card should hold it up. The teacher or TA will then move each child one step up the ladder to celebrate their achievement and progress.

A Chance Card should be given to children to represent a 'verbal warning' without the need to disrupt lesson flow. Children will receive a chance card if they are not:

- Making the right choices
- Following an adult's instruction



The Climb Card provides children with a chance to reflect on their behaviour and make better choices. A child should only be moved one step down the ladder if the inappropriate behaviour continues after a warning has been given. The card must be placed physically on the child's desk, so the recognition or reminder is visible. The key aim of this approach is for the card to be removed within the same lesson once the behaviour has improved. A physically damaged card is a straight move down the ladder.

We have adapted the behaviour ladder by adding extra 'climb' steps and adjusting the consequences. The children are aware of these changes and understand that our focus is on celebrating positive behaviour with more Climb Cards. They also know that the first step down the ladder involves discussing their behaviour with an adult, and the next step-down means speaking with Ms Hitchman and/or their parents.



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Teachers must remain consistent with the behaviour policy. It is their responsibility to judge when behaviour is serious enough to bypass a Chance Card, meaning the child is moved directly down the ladder to the step that best reflects the behaviour. Below are the pupil expectations taken from the Positive Behaviour Policy.

Expectations of Pupils

All children are encouraged to adopt the school's code of conduct by;

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 - Listening when they are spoken to and following instructions;
 - Carrying out work tasks to the best of their ability;
 - Looking after books and equipment;
 - Acting sensibly and safely when moving around school;
 - Treating all staff with equal respect;
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 - Informing a member of staff if they or another pupil are in difficulty;
 - Remaining within the school grounds during school hours unless collected by an adult with prior arrangement;
 - Not entering the school or grounds out of hours without permission;
 - Learning acceptable table manners for communal eating;
 - Being polite to visitors, students etc;
 - Being organised and equipped for lessons;
 - Being actively opposed to any form of bullying;
 - Uphold the school identity by wearing full school uniform at all times.
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Appendix 2: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.