



Relationships & Behaviour Policy

Aims and Expectations

We are a Relate to Educate school and we value a restorative approach to building positive relationships and behaviour management.

It is a primary aim of our school that every member of Newton Hill Community School feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has five Golden Rules which are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We will always:

1. Keep everyone safe
2. Keep everyone's property safe
3. Keep everyone learning
4. Keep everyone included
5. Keep being honest

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this Relationships and Behaviour policy in a consistent way. We recognise that children are individuals with differing needs and respond appropriately to meet these needs. We recognise that building positive relationships is essential to effective behaviour management.

This policy aims to help children to grow in a safe and secure environment, and to become positive, resilient and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The Restorative Approach

Restorative Practice

The ethos of the school underpins all rules and expectations relating to behaviour within the school. Restorative discussions/approaches are key as a positive behaviour strategy which help support children recognise the impact of their actions and identify ways to

resolve conflict/make improved choices. Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild/repair relationships. These discussions often involve children affected by negative behaviours also, with staff supportively guiding dialogue and mediating.

Children need to know and understand the school/class rules and expectations. Each teacher works with their class to share the school charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

Expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class expectations for learning and behaviour. The agreed expectations are on display in the classrooms. Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others.

Questions we may ask during a restorative discussion are:

When things go wrong...

1. What happened?
2. What were you thinking about at the time? What are you thinking now?
3. How do you think it made _____ (Name) feel?
4. How would you feel if it happened to you?
5. What do you think you need to do to repair the harm/to put things right?

When someone has been harmed...

1. What happened?
2. How did it make you feel? How are you feeling now?
3. What has been the hardest thing for you?
4. What do you think has to happen to make things right?

Our consequence system shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Our Rewards and Consequences

Individual Rewards

At Newton Hill Community School we use the following reward systems to help promote positive behaviour and attitudes for learning. Each member of staff deploys these with a degree of professional discretion and understanding of each individual context. In line with our values they reward social achievement as much as academic achievement.

- Level 1: House Points (Y1 to Y6) (EYFS Will use a marble jar approach to collect points)

These are used as an instant reward at any time in the day and by any member of staff. They may be verbal or written in books. They reward positive behaviour, attitude and respect. At the end of each week, the total for each house is collected and the winning house announced in the Celebration Assembly. At the end of each term, the winning house in school achieves a reward.

- Level 2: Class Target (if needed)

If needed a class will collectively work towards a selected target. A reward will be earned if the class have reached their target.

- Level 3: Work Merits

To reward individual effort / progress / attainment in their tasks, teachers will award children Merit Stamps in their books. These will be recorded for each child and when an agreed amount is reached, their names will be celebrated in class and a certificate will be sent home. Reception = 20, KS1 = 20, KS2 = 50. Children will receive an individual small treat from a treat box (not sweets).

- Level 4: Star of the Week / Headteacher's Award

Every week, two children will be selected by the class teacher to be the 'Star of the Week' as recognition for something they have achieved during the week. In the Celebration Assembly at the end of the week, they will be celebrated by the whole school. They will receive a certificate.

The Headteacher will also choose/staff may nominate a child/children to celebrate who they have been made aware of or they have seen displaying outstanding attitude for learning. These children will be presented with a Headteacher Award to take home.

Level 5: Roll of Honour

At the end of each term, each teacher will select the name of a child in their class who always show outstanding attitude and these children will be celebrated in assembly by

receiving a certificate. Their picture and their certificate will be proudly displayed on the Celebration Board outside the school hall.

As part of our British Values curriculum, each class also has its own class agreement, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during RSHE and reflection time as needed.

Whole School Expectations

'Give me five!' is used by all staff to get the attention of children. Posters are displayed in classrooms. Children are also taught to line up to be able to walk through school in an appropriate manner. Visual reminders are around school.

Consequences:

Newton Hill Community School employs a stepped approach which is based on the language of choice to manage behaviour and there are a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

In EYFS, a Cloud System is in place– Sunshine (green), cloud (white card), rain cloud (yellow card), thunder cloud (red card). This is displayed for all children to see. Children start each day on sunshine. All red (thundercloud) are logged. There is also a rainbow for children who go above and beyond.

In KS1 and KS2, a Consequence colours system is used. Children start each day and half day session on green. If children do not display the desired behaviour, children will be given a 'polite reminder' and if the behaviour continues they will be given a 'verbal warning' (white card). Class teachers will record who gets a 'verbal warning' in the class file. If this persists further, the child will be given a 'Yellow Card' (a final warning). If this persists even further, the child will be issued with a 'Red Card'. This results in a playtime detention (Reflection Time and restorative conversation) and this is communicated with parents/carers through a face to face, telephone call or email. Children are encouraged to reflect on their behaviour and to discuss actions for the future. All red and yellow cards are logged and on CPOMS.

1. Polite Reminder
2. White card – verbal warning
3. Yellow Card (Final warning/Last chance)
4. Red Card (Detention)

Each day children return to green. Children will automatically move back to green after every half day session. After a consequence of a missed break/detention for a red card, children go back to green.

Any child who obtains 3 or more Yellow Cards or regular white cards over a two-week period receives a phone call home. Parents are contacted after every Red Card incident. As a school we will also use restorative justice strategies to help resolve disputes.

Recording:

Staff will bring to the attention of the Headteacher/Deputy Headteacher/Behaviour Leader children who receive yellow and red cards by logging incidents on CPOMS. Senior leaders are made aware of children who receive red cards and will supervise children during the missed break (morning or afternoon).

Immediate Red card:

An immediate red card will be given for displaying particular inappropriate behaviour, for example: swearing at staff/other children, physical contact (fighting, hitting, and deliberately pushing others), creating a dangerous situation for others. This will be a playtime detention.

Red Card Behaviours
Violence (hitting, punching, kicking)
Throwing things
Threatening others (verbally)
Threatening others (physically)
Racist comments
Homophobic comments
Pulling chairs from under people
Swearing
Spitting
Vandalism – property damaged
Scissors – inappropriate use

Children who receive regular red cards will be discussed at meetings with senior leaders and an individual behaviour plan may be formulated.

Internal Isolation

(See also Exclusion information on Page 12)

Internal isolation may also be used as a consequence for inappropriate behaviour. Children will complete set work out of the classroom and be supervised by an adult. Parents will be informed where an internal isolation will/has taken place. This will also be logged on CPOMS.

Bullying: (There is also an additional Anti-Bullying Policy)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All incidences are brought to the attention of the Headteacher/deputy Headteacher and learning mentor. All incidences/reports of bullying are recorded and monitored on CPOMS. Parents, children and staff are clear about the school's definition of bullying.

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

A child version of the definition is "We do not bully other children. Bullying is when one child or some children together hurt another child more than once. We do not hurt other children's bodies or feelings."

Sexual Violence and Sexual Harassment

As a school we will respond appropriately to all reports and concerns regarding sexual Violence and harassment, including those outside the school and or online. At Newton Hill there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh" or "part of growing up".

As a school we will always challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

All concerns will be logged on CPOMS. We will also refer to our Safeguarding Policy and take advice where needed.

Children with Additional Needs (SEND):

Please also refer to the SEND policy for further information.

Reasonable Adjustments

Where appropriate, we will make reasonable adjustments for children, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some children need additional support to ensure that they meet the high expectations that we have for all of our children. All staff who work with children with additional needs are aware of all reasonable adjustments that are in place. We will always operate in accordance with the Public Sector Equality Duty and the Equality Act 2010.

Interventions

We will support children to be safe, respectful and responsible by offering support, training, advice, and other interventions to help them. Referrals will be made in liaison with parents/carers for further support from outside agencies and professionals.

Part-time timetables/Phased Integration

The Headteacher, in liaison with agencies where appropriate, in limited circumstances, may make use of a part time timetable to support a child where necessary. This will be for a limited time and will be agreed with parents.

Additional Provision/Alternative Provision (external providers)

Where an assessment is made which determines that a child may require more specialist provision, a referral will be made to appropriate providers. School will ensure appropriate checks are made before using the provision.

Individual Behaviour Plans, Risk Assessments/Safety Plans & Positive Handling Plans

We recognise that some pupils need a tailored behaviour plan as the general behaviour policy may not meet their needs fully. Children who receive regular red/yellow cards will be discussed at meetings with senior leaders and an individual behaviour plan/risk assessment/safety plans may be formulated. Positive handling plans will be developed as part of an individual risk assessment. For some children, daily records will be developed and implemented. All plans will be shared with parents/carers.

Staff will seek advice and support from senior leaders and outside agencies where appropriate. The parent and the child will be involved in formulating the plan which will set out specifically their positive behaviour targets and any consequences.

The Role of Staff Members

It is the responsibility of all staff members to ensure that the Golden Rules are enforced in classrooms and around school at breaks, lunchtimes and movement around school, and that each class behaves in a responsible manner during lesson time. Each class will also have their own class agreement which is signed by all members of the class. Class teachers will record all behaviour incidents and parental contact in class files.

The class teachers and all staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher (and adults working in the classroom/school) treats each child fairly and enforces the Golden Rules consistently. The teacher treats all children in their class with respect and understanding. Class agreements with expected routines to follow are developed in the first week of the new academic year.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with school SENCO and the education social worker or LA behaviour support service.

The class teacher/DSL will contact a parent if there are concerns about the behaviour or welfare of a child.

Restrictive Interventions, including the use of Reasonable Force:

April 2026:

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

NHCS is not a 'no contact' school. NHCS will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- • to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- • to comfort a distressed pupil
- • to congratulate or praise a pupil, for example a pat on the back or a handshake
- • to demonstrate how to use a musical instrument
- • to demonstrate exercises or techniques during PE lessons or sports coaching (consent permitting)

Staff will use their professional judgement and have regard to age, SEN and/or other vulnerabilities.

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

When can reasonable force be used?

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

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property

4. Causing disorder among pupils at the school, whether during a teaching session or otherwise.

It is illegal to use force on a pupil for the purpose of punishment. Use of reasonable force to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (knives, blades, weapons, alcohol and drugs).

Staff training

A number of members of staff in school have attended 'Team Teach' training.

As a school we will speak to parents about incidents involving the use of positive handling. All incidents of restrictive interventions/reasonable force are recorded and the records are shared with parents/carers. Parents and carers are informed at the earliest opportunity regarding any incidents in school. The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The senior leadership team supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child (See below for further information on exclusions).

The Headteacher provides regular updates for behaviour to the governing body, including all significant incidents and positive handling/use of reasonable force incidents.

The Role of Parents/Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school and follow the 5 Golden Rules. We try to build a supportive dialogue between the home and the school using written and verbal communications, and we inform parents immediately if we have concerns about their child's welfare (in line with our Safeguarding Policy) or behaviour.

If the school has to use reasonable sanctions as a consequence, we ask that parents support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern

remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents will be referred to the complaints policy.

The Role of the Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

As a local authority school, we follow LA guidance and policies on exclusions.

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. The Headteacher informs the LA and the governing body about any permanent and fixed term exclusions.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion, for example at before/after school club (Newts) or extra-curricular clubs etc.

The Headteacher may withdraw an exclusion that has not been reviewed by the governing board.

If the Headteacher excludes a pupil, parents will be provided parents with the following information in writing (using LA guidance and templates):

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;

- parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body will consider any exclusion appeal as part of a exclusion panel. . When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Exclusions

The table below represents reasons where an exclusion from Newton Hill Community School will be taken into consideration. The Headteacher will determine the length of a fixed-term exclusion based on the severity of the action by a child. The length of exclusions may be from 0.5 to 45 days. In all but the most extreme cases, it is likely that the length will be 0.5-5 days.

A permanent exclusion will be issued by the Headteacher for a serious breach or persistent breaches of the behaviour policy and where allowing the child to remain in school would seriously harm the education/welfare of the child or other members of the school community.

As a Local Authority school, we follow guidelines and procedures set out by Wakefield Local Authority.

Reintegration Meetings:

Parents/carers will be expected to attend a reintegration meeting following a fixed term exclusion. The purpose will be to discuss the exclusion and a way forward for the child with the aim of modifying their behaviour in order to follow our Golden Rules.

Exclusion reason	Possible examples
Physical assault against a pupil	<ul style="list-style-type: none"> • Fighting • obstruction and jostling • violent behaviour • wounding
Physical assault against an adult	<ul style="list-style-type: none"> • obstruction and jostling • violent behaviour • wounding
Verbal abuse/threatening behaviour against a pupil	<ul style="list-style-type: none"> • aggressive behaviour • swearing • threatened violence • verbal intimidation
Persistent or general disruptive behaviour	<ul style="list-style-type: none"> • challenging behaviour • disobedience • persistent violation of school rules • raising of fire alarms falsely
Inappropriate use of social media or online technology	<ul style="list-style-type: none"> • sharing of inappropriate images (of adult or pupil) • cyber bullying or threatening behaviour online • organising or facilitating criminal behaviour using social media
Bullying	<ul style="list-style-type: none"> • verbal, physical, cyber bullying or threatening behaviour online • racist bullying • sexual bullying • homophobic, biphobic and transphobic bullying • bullying related to disability
Racist abuse	<ul style="list-style-type: none"> • derogatory racist statements • racist bullying • racist graffiti • racist taunting and harassment • swearing that can be attributed to racist characteristics
Abuse against sexual orientation and gender identity (for example, LGBT+)	<ul style="list-style-type: none"> • derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) • homophobic, biphobic and transphobic bullying • LGBT+ graffiti • LGBT+ taunting and harassment • swearing that can be attributed to LGBT+ characteristics
Abuse relating to disability	<ul style="list-style-type: none"> • derogatory statements or swearing about a disability • bullying related to disability • disability related graffiti • disability related taunting and harassment
Sexual misconduct	<ul style="list-style-type: none"> • lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Drug and alcohol related	<ul style="list-style-type: none"> • alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse
Damage to property	<ul style="list-style-type: none"> • damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism
Theft	<ul style="list-style-type: none"> • selling and dealing in stolen property • stealing from local shops on a school outing • stealing personal property (from an adult or pupil) • stealing school property
Willful and repeated transgression of protective measures in place to protect public health e.g. breach of rules in place for COVID-19.	

Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use their discretion, in line with this policy, to help children at Newton Hill make better choices and learn the right lessons.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents on CPOMS. All members of staff record significant incidents on CPOMS. Other incidents are logged in class files.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Associated resources

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Review

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date taken to the governing body:

May 2026