Newtown School

Behaviour for Learning and Positive Relationships Policy 2026-2027

including Use of Reasonable Force and Restraint

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Approved by:	Governing body
Signature of Chair of Governors:	
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1. Introduction and Purpose

This policy outlines Newtown School's approach to fostering a positive, safe, and supportive learning environment where all children can thrive. It is rooted in our school's vision of "Nurturing lifelong learners" and our core values of Caring, Curiosity, and Courage as well as the Step On principles, which promote a therapeutic, inclusive, and consistent approach to behaviour management. This policy aims to promote positive behaviour, respectful relationships, and active engagement in learning, aligning with the school's improvement priorities and addressing the areas for improvement identified in the recent OFSTED inspection.

2. Legislative Framework and Guidance

This policy is informed by and compliant with the following legislation and guidance:

- **Education and Inspections Act 2006:** Sections 88–94: behaviour policies, discipline beyond the school gate, confiscation and the use of reasonable force.
- **Education Act 2002 (section 51A) and the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012:** The law on suspensions and permanent exclusions.
- **Education Act 1996 (sections 550ZA–550ZC):** Powers to search pupils.
- **Equality Act 2010:** Ensures that the policy promotes equality and does not discriminate against any child. This includes the duty to make reasonable adjustments for disabled children and the Public Sector Equality Duty.
- **Children Act 2004:** Places a duty on schools to safeguard and promote the welfare of children.
- **Keeping Children Safe in Education 2026 (KCSIE):** Statutory guidance on safeguarding.
- **SEND Code of Practice: 0 to 25 years (2015):** Provides guidance on supporting children with special educational needs and disabilities.
- **Behaviour in Schools (February 2024):** Non-statutory guidance on creating and maintaining high standards of behaviour.
- **Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026):** Statutory guidance on preventing and responding to the use of force, restraint and seclusion.
- **The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025:** The legal duty to record restraint and seclusion and to report it to parents.
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026):** Statutory guidance.
- **Searching, screening and confiscation (DfE):** Guidance on confiscating items and searching pupils.
- **Mobile phones in schools (DfE):** Statutory guidance from January 2026.
- **Statutory framework for the early years foundation stage (September 2025):** Applies to our preschool and Reception children, including the requirements on managing behaviour and recording physical intervention.

This policy should be read alongside the governors' Statement of Behaviour Principles, the Child Protection and Safeguarding Policy, the Child-on-Child Abuse Policy, the Anti-Bullying Policy, the SEND Policy and Information Report, the EYFS Policy and the Staff Code of Conduct.

3. Aims and Objectives

This policy aims to:

- Create a calm, safe, and supportive learning environment where all children feel valued and respected.

- Promote positive behaviour, self-discipline, and respect for others.
- Establish clear expectations for behaviour that are consistently applied and understood by all members of the school community.
- Provide a framework for managing behaviour effectively and fairly.
- Support children's social, emotional, and behavioural development.
- Prevent all forms of bullying, discrimination, and harassment.
- Foster positive relationships between staff, children, and parents.
- Ensure that all staff have high expectations for children's behaviour.
- Ensure that all staff consistently manage behaviour well and help all children to know established routines and expectations clearly.

Core Principles (Step On)

- **Pro-social behaviour** is explicitly taught and modelled.
- **Relational practice** underpins all interactions.
- **Consistency** in adult responses builds trust and security.
- **De-escalation** strategies are used to prevent conflict.
- **Restorative approaches** repair relationships and support reflection.
- **Emotion coaching** helps children understand and manage their feelings.

4. Roles and Responsibilities

- **Headteacher:**
    - Overall responsibility for the implementation and effectiveness of the policy.
    - Ensuring the policy is reviewed regularly and updated as necessary.
    - Supporting staff in managing challenging behaviour.
    - Report to governors termly on behaviour, impact and physical restrictive practices
- **Senior Leadership Team (SLT):**
    - Supporting the Headteacher in implementing the policy.
    - Monitoring behaviour data and identifying trends.
    - Providing training and support to staff on behaviour management.
- **Teachers and Teaching Assistants:**
    - Implementing the policy consistently in the classroom.
    - Promoting positive behaviour and respectful relationships.
    - Managing behaviour effectively and fairly.
    - Reporting concerns about behaviour to the SLT.
    - Ensuring that all staff consistently manage behaviour well and help all children to know established routines and expectations clearly.
- **SENDCo:**
    - Providing support and guidance to staff on managing the behaviour of children with SEND.
    - Ensuring that the policy is implemented in a way that meets the needs of children with SEND.
    - Liaising with parents and external agencies to support children with SEND.
    - Advising the Headteacher before any suspension of a child with SEND, and contacting the local authority SEND team where the child has an EHCP.

- **Parents/Carers:**

    - Supporting the school in promoting positive behaviour.
    - Working with the school to address any concerns about their child's behaviour.
    - Ensuring their child understands the school's expectations for behaviour.

- **Children:**

    - Following the school's expectations for behaviour.
    - Treating others with respect.
    - Taking responsibility for their own actions.
    - Reporting any concerns about bullying or other forms of harassment.

- **Governors:**

    - Approving the behaviour policy.
    - Monitoring the implementation and effectiveness of the policy.
    - Ensuring that the policy is compliant with relevant legislation and guidance.
    - Oversight of data re behaviour and physical restrictive incidents.
    - Writing and reviewing the Statement of Behaviour Principles.
    - Making sure the school's procedures for recording and reporting restrictive interventions are followed.

5. School Expectations and Rules

Newtown School has high expectations for children's behaviour, rooted in our values of Caring, Curiosity, and Courage. We believe that all children are capable of demonstrating positive behaviour and that a consistent and supportive environment is essential for their success.

5.1 Core Expectations:

- **Respect:** Treat everyone with kindness, consideration, and respect.
- **Responsibility:** Take responsibility for your actions and their consequences.
- **Resilience:** Persevere and never give up, even when things are difficult.
- **Safety:** Keep yourself and others safe.

5.2 School Rules:

Newtown School has three rules that are displayed in all classrooms and referred to throughout the school day.

- We listen and speak respectfully.
- We try our best.
- We keep ourselves and others safe.

6. Promoting Positive Behaviour

Newtown School is committed to promoting positive behaviour through a range of strategies:

- **Positive Reinforcement:** Praising and rewarding children for demonstrating positive behaviour. This includes verbal praise, stickers, certificates, Dojo points and marbles.
- **Modelling:** Staff modelling positive behaviour and respectful relationships in their interactions with children and each other.
- **Explicitly Teaching Routines and Behaviour Expectations and Enforcing them Consistently:** Use of musical instrument to gain attention, use of 1,2,3 to move around the classroom, waiting for quiet on the carpet
- **Teaching Social and Emotional Skills:** Providing opportunities for children to develop their social and emotional skills through circle time, PSHE lessons, and other activities such as caring club and marvellous manners.
- **Creating a Positive Learning Environment:** Ensuring that classrooms are stimulating, engaging, and supportive.
- **Celebrating Success:** Recognising and celebrating children's achievements, both academic and behavioural.
- **Restorative Approaches:** Using restorative practices to resolve conflicts and repair relationships.

7. Managing Unacceptable Behaviour

Newtown School recognises that children may sometimes exhibit unacceptable behaviour. When this occurs, we will respond in a fair, consistent, and proportionate manner, focusing on helping the child learn from their mistakes and make better choices in the future.

7.1 Principles for Managing Behaviour:

- **Fairness:** Treat all children fairly and consistently.
- **Consistency:** Apply the policy consistently across the school.
- **Proportionality:** Ensure that the response is proportionate to the behaviour.
- **Respect:** Treat all children with respect, even when they are exhibiting unacceptable behaviour.
- **De-escalation:** Use de-escalation techniques to manage behaviour that challenges.
- **Documentation:** Document all incidents of unacceptable behaviour.
- **Reasonable Adjustments:** Make reasonable adjustments for children with additional needs as required.

7.2 Specific Considerations:

- **Children with SEND:** When managing the behaviour of children with SEND, we will take into account their individual needs and make reasonable adjustments to the policy as necessary. We will work closely with parents/carers and external agencies to develop strategies to support these children. Individual plans are written for children who need more support to regulate their emotions and respond to others appropriately. Where a child has an individual plan (including every child in The Nest), that plan takes priority over the general responses in Appendix 3. We will always consider whether behaviour may be a sign of an unmet need, including an unidentified special educational need.
- **Children with EAL:** We will ensure that children with EAL understand the school's expectations for behaviour. We will use visual aids, gestures, and other strategies to communicate effectively.
- **Bullying:** Bullying is unacceptable and will not be tolerated. We have a separate anti-bullying policy that outlines our approach to preventing and addressing bullying.

7.3 Range of Responses:

In many cases the following will be sufficient to manage behaviour:

- **Verbal Reminder:** A gentle reminder of the school's expectations.
- **Non-Verbal Cue:** A subtle signal to redirect the child's behaviour.
- **Use of proximal praise:** Praise given to another child which leads to other children showing the desired behaviour.
- **Moving to a different space in class and or a different classroom:** This allows children to get on with their work with less distractions.

For behaviour that is more harmful, protective and educational consequences are used.

This section outlines the approach to consequences in a trauma-informed context. Instead of using traditional punitive measures, the focus is on protective and educational consequences that help children understand their behaviour, learn from it, and rebuild relationships. The goal is to ensure that consequences are both fair and restorative, fostering growth rather than reinforcing shame or fear.

a. Protective Consequences

Protective consequences aim to ensure the safety and well-being of the child and others in the school community. These consequences are designed to minimize harm, reduce stress, and allow the child to regain a sense of control over their behaviour in a safe and supportive manner.

1. **Immediate De-escalation and Support:**
   When a child's behaviour puts themselves or others at risk (physically or emotionally), the first step is to ensure immediate safety. The child will be gently guided to a safe space, where they can regulate their emotions and receive support from a trusted adult.
2. **Temporary Separation from Group Activities including lunchtimes:**
   In some cases, it may be necessary for a child to temporarily leave a group activity to allow for emotional regulation and prevent further escalation. This decision will always be made with the child's emotional well-being in mind, and they will be provided with alternative activities in a safe, quiet space to help them regain composure.
3. **Supervised Reflection Time:**
   Protective consequences may include a period of reflection where the child, with the help of an adult, can process their feelings and behaviour. This will not be a punishment but rather an opportunity to consider what happened and how to respond differently in the future.
4. **Parental Communication and Collaboration:**
   If a child's behaviour results in a protective consequence, parents or caregivers will be notified in a timely and respectful manner. The communication will focus on the child's emotional needs and how to work together to ensure future success. The aim is to keep the family involved in the process, fostering a partnership between home and school.

b. Educational Consequences

Educational consequences provide children with the opportunity to learn from their actions in a constructive, non-punitive way. These consequences are designed to teach children about accountability, empathy, and the impact of their behaviour on others, while still supporting their emotional development.

1. **Restorative Conversations:**
   After a behaviour that has impacted others, the child will participate in a restorative conversation with a teacher or staff member. The conversation will involve:
   - **Understanding the behaviour:** The child will be guided to reflect on their actions and understand what led to the situation.
   - **Impact on others:** The child will be encouraged to consider how their actions affected others in the classroom or school community.
   - **Restoring the relationship:** The child will be supported in finding ways to repair any harm done, such as offering a heartfelt apology or making amends through a positive action.

If the behaviour continues other educational consequences may be used to support the child

1. **Behavioural Reflection Activities:**
   To help children understand their behaviour, they will be encouraged to participate in reflective activities such as drawing, writing, or role-playing. These activities allow children to express their feelings and think about how to make better choices in the future.
2. **Adult support:**
   To help children make different choices on the playground or in curiosity time an adult may model, teach and support appropriate interactions and behaviour in different situations using a scaffolding approach where children are not over supported but are able to practice small steps and achieve success.
3. **Nurture:**
   To help the child to learn and practise appropriate interactions in a safe environment and in a more structured way, they may be invited to a nurture group.

The goal of protective and educational consequences is to provide children with a compassionate and structured environment in which they can learn from their actions, understand the impact of their behaviour, and develop better emotional regulation and interpersonal skills. By focusing on emotional safety, reflection, and rebuilding trust, we ensure that consequences are not punitive but serve as a constructive part of a child's overall growth and development.

7.4 Removal from the Classroom:

Moving a child to another classroom or space (Appendix 3, Levels 2 and 3) is used to help the child regulate and to keep others safe, not as a punishment. Every removal is recorded on CPOMS. Leaders review removal data each half term so that children who are removed often are identified early and offered extra support, including early help where appropriate. A child who is moved away from others is always supervised and is free to leave the space; see section 8 for seclusion.

7.5 Child-on-Child Abuse and Harmful Sexual Behaviour:

Some behaviour is also a safeguarding concern. Sexualised behaviour (including exposing private parts), racist or other discriminatory behaviour, and serious or repeated physical harm are reported to the Designated Safeguarding Lead (DSL) on CPOMS the same day, as well as being managed under this policy. The DSL decides whether the behaviour is typical for the child's age and stage of development or needs further action, following the Child-on-Child Abuse Policy and the Child Protection and Safeguarding Policy. Such behaviour is never dismissed as "just part of growing up".

7.6 Allegations Against Staff:

Any allegation against a member of staff is dealt with under the Child Protection and Safeguarding Policy and Part Four of KCSIE. If an allegation is found to be deliberately untrue, the Headteacher will decide on a proportionate response, taking account of the child's age and understanding and whether something else may be troubling the child. The member of staff will be supported throughout.

7.7 Confiscation:

Staff may take an unsafe or unsuitable item from a child. It is kept safely and returned to the parent/carer at the end of the day, unless it must be passed to the police.

8. Physical Intervention / Positive Handling

Our policy on physical intervention/positive handling complies with the DfE's statutory guidance *Restrictive Interventions, including the use of reasonable force, in schools* (April 2026), which replaced the previous 2013 guidance.

Staff must only ever use physical intervention as a last resort, e.g. when a child is endangering themselves or others, and at all times it must be the minimum force necessary to prevent injury. Physical intervention must never be used as a punishment or to secure compliance. Before using any restrictive intervention, staff consider whether it is necessary (no less restrictive option would work), proportionate (it will reduce rather than increase the risk) and in the child's best interests, and they keep this under review so that it stops as soon as it is safe. Restrictive interventions are never used as a substitute for the support set out in a child's SEND plan, and staff never use a hold that could restrict a child's breathing or circulation.

Any incident involving the use of force, restraint or seclusion is a significant incident and must be recorded on CPOMS as soon as practicable after the event (ideally the same day), and noted by the Headteacher or Assistant Headteachers. The record must set out what happened, why the intervention was necessary and proportionate, and what steps were taken to de-escalate beforehand. It must also include the child's SEND needs, the date, time, place and length of the intervention, the type of intervention used, any injury to the child or staff, and the support given afterwards. CPOMS is the single place where these records are kept.

Parents/carers must be informed as soon as practicable and no later than the same day, in line with the statutory reporting duty. This is followed by a written report (email or letter) setting out the date, time, place and length of the intervention, why it was used, the type of intervention and any injury. The only exception is where telling parents would be likely to put the child at risk of serious harm; in that case the DSL reports to the local authority instead. Communication with parents should be handled sensitively and, wherever possible, should form part of an ongoing partnership around the child's behaviour support plan.

Every incident must be reviewed and reflected upon as soon as practicable, including by the staff involved, to identify triggers, consider whether the child's behaviour support plan needs updating, and to inform future prevention and de-escalation strategies. Staff who are likely to need to use physical intervention should be appropriately trained. Newtown will follow the Buckinghamshire Steps approach and all class-based staff will be trained. Where possible, the debrief is led by a senior member of staff who was not involved in the incident.

All staff understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

Seclusion means making a child stay alone in a room or area that they cannot leave. At Newtown, seclusion is only used in an emergency to protect others from harm, for the shortest time possible, with the child supervised by an adult throughout. It is treated as a significant incident and is recorded and reported to parents in the same way as restraint. Using a calm space, sensory room or quiet area that a child is free to leave is not seclusion.

9. Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026*).* We refer to this guidance in any decision to exclude a child from school. The relevant internet address is: https://www.gov.uk/government/publications/school-exclusion

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends or permanently excludes a child, they tell the parents without delay and confirm it in writing. The letter gives the reasons, the length of the suspension (or that the exclusion is permanent), the parents' right to make representations to the governing body and how to do so, and the parents' duty to make sure their child is not in a public place during school hours for the first five school days without good reason. Work is set from the first day. For a suspension, the school arranges suitable full-time education from the sixth school day; for a permanent exclusion, the local authority does this.

The Headteacher tells the local authority, without delay, about every suspension and permanent exclusion. The governing body is told about any permanent exclusion and about any suspensions that total more than five school days in a term.
The Governing Body itself cannot either suspend a child or extend the suspension period made by the Headteacher.

The Governing Body has a discipline committee which is made up of three members. This committee considers parents' representations about suspensions and exclusions on behalf of the governors.
The committee must meet to consider reinstatement within 15 school days of being told about a permanent exclusion, or about suspensions that total more than 15 school days in a term. For suspensions totalling more than five and up to 15 school days in a term, it must meet within 50 school days if the parents ask it to. For suspensions of five days or fewer in a term, it must consider any representations from parents but does not have to meet.
When the committee meets to consider a suspension or exclusion, they consider the circumstances in which the child was suspended /excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
If the committee decides that a child should be reinstated, the Headteacher must comply with this ruling.
If the committee upholds a permanent exclusion, parents can ask for the decision to be reviewed by an independent review panel, and can ask for a SEND expert to attend. Parents who believe an exclusion was disability discrimination can also make a claim to the First-tier Tribunal (SEND).
Before suspending a child with SEND, the Headteacher will consider whether extra support or reasonable adjustments could prevent it, and will involve the SENCO. Where the child has an EHCP, the Headteacher will contact the local authority, as an early review of the plan may be needed.
After a suspension, the school holds a reintegration meeting with the parents and child to plan support and a smooth return.
We do not use informal or unofficial exclusions. Sending a child home for behaviour reasons, including for a lunchtime, is only ever done as a formal suspension (a lunchtime counts as half a school day). A reduced timetable is never used as a sanction for behaviour.

10. Working with Parents/Carers

Newtown School recognises that parents/carers play a vital role in supporting children's behaviour and learning. We are committed to working in partnership with parents/carers to promote positive behaviour and address any concerns.

10.1 Communication:

We will communicate with parents/carers regularly about their child's behaviour and progress. This may include:

- **Informal Conversations:** Brief chats at the beginning or end of the school day.
- **Parent/Teacher Meetings:** Formal meetings to discuss the child's progress and behaviour.
- **Phone Calls:** Phone calls to inform parents/carers of specific incidents or concerns.
- **Written Communication:** Letters, emails, or notes to communicate information about the child's behaviour.

10.2 Collaboration:

We will work collaboratively with parents/carers to develop strategies to support their child's behaviour. This may include:

- **Developing Individual Behaviour Plans:** Creating a plan tailored to the child's specific needs and circumstances.
- **Providing Resources and Support:** Offering information, advice, and resources to help parents/carers support their child's behaviour at home.
- **Involving Parents/Carers in School Activities:** Inviting parents/carers to participate in school events and activities.

11. Monitoring and Evaluation

Newtown School will monitor and evaluate the effectiveness of this policy on a regular basis. This will include:

- **Collecting and Analysing Behaviour Data:** Tracking incidents of unacceptable behaviour, including the type of behaviour, the children involved, and the responses used.
- **Monitoring Fairness:** Reviewing removals from class, suspensions and restrictive interventions by SEND, age and other characteristics to check the policy is applied fairly.
- **Gathering Feedback from Staff, Children, and Parents/Carers:** Seeking feedback on the policy and its implementation.
- **Reviewing the Policy Regularly:** Reviewing the policy at least annually to ensure that it is up-to-date and effective.

The findings of the monitoring and evaluation will be used to make improvements to the policy and its implementation.

12. Training

All staff will receive training on this policy and its implementation. This training will include:

- **Positive Behaviour Management Strategies**
- **De-escalation Techniques**
- **Safeguarding Procedures**
- **SEND Awareness**
- **Restrictive Interventions and Buckinghamshire Steps (all class-based staff)**

Training will be provided on a regular basis to ensure that all staff are up-to-date on the latest best practice.

13. Policy Review

This policy will be reviewed annually by the Headteacher and the SLT, in consultation with staff, children, and parents/carers, and approved by the governing body. The review will take into account any changes in legislation or guidance, as well as the findings of the monitoring and evaluation.

Appendix 1 The Six Principles of Nurture



Appendix 2 PACE



Appendix 3 **Behaviour Management Strategies**

Children with an individual behaviour support plan, including all children in The Nest, follow their own plan. The levels below are a general guide and are always applied with reasonable adjustments.

	Behaviours *What we might see.*	**Strategies** *What we might do. Remain calm and speak to the child/children at their level.*	**Recording**	**Informing staff/ parents**
0	**Not sharing** **Not wanting to play with someone** **Falling out between friends** **Sticking out tongues/pulling unkind faces** **Accidental hurting through carelessness (i.e. running, playing sports, immersed imaginative play, etc.)**	*These are normal behaviours from infant-aged children and are an important part of their learning.* Encourage child who has been upset to advocate for themselves (e.g. "I don't like it when you ***", "It made me feel sad when you ***", etc.). Explain effects of a child's choice on others (e.g. "when you take a toy from someone else, it makes them sad", "when you ran into ***, it hurt them and stopped their game", etc.). Discuss with the children involved how to move forward (e.g. taking turns, playing with someone else, making kinder choices, changing the game, etc.). Children can apologise. If they are not ready to apologise, adults can do this on their behalf (e.g. "I'm sorry that your friend made you sad, I know they're going to try to be kinder from now on", etc.). Look out for and praise positive choices after an incident.	This is not recorded.	Parents not informed.
1	**Low-level disruption (shouting out, making noises, disturbing others' play, etc.)** **Lack of care when completing an activity** **Boisterous play** **Name calling**	Intervene early, where possible. Redirect child to another activity or area of the classroom/playground. Explain effects of not making a good choice and explain expected behaviour. Consequence, where necessary (i.e. moving to another area, redoing an activity, helping to remake the other child's broken model, etc.). Restorative conversation between children involved, once children are calm. Children can apologise. If they are not ready to apologise, adults can do this on their behalf (e.g. "I'm sorry that *** called you a name you didn't like"). Look out for and praise positive choices after an incident.	This is not recorded, unless the child is on a behaviour plan.	Parents not informed.
2	**Repeated Level 1 behaviour** **Deliberate hurting (e.g. hitting, kicking, biting, etc.)** **Deliberate damage to school or other property (including throwing objects)** **Not following adult instructions**	Intervene early, where possible. Withdraw child(ren) from classroom with member of staff or taken aside in the playground to discuss. Explain effects of not making a good choice and explain expected behaviour. For swearing, the adult should react calmly and say "We don't use words like that at Newtown". Consequence = Child to have 5 minutes time out with an adult or moved to another classroom. Restorative conversation between children and adults involved, once children are calm.	Recorded in Behaviour Book/on CPOMs.	Parents to be informed. *If a Level 2 incident occurs during lunchtime, staff on duty must inform classroom staff that parents need to be*

	Swearing	Look out for and praise positive choices after an incident.		*informed.*
3	**Repeated Level 2 behaviour** **Out of control behaviour endangering themselves, other children or staff or damaging property** **Attempting to or absconding** **Exposing their own or other's private parts** **Racism** **Bullying**	Headteacher or Assistant Headteachers to be informed. <u>Removing danger</u>: • Adult to monitor child while they are overwhelmed to ensure safety of themselves and others. Do not chase or corner an overwhelmed child. Adults can inform an overwhelmed child of this: "I am here to check you are safe while you are feeling this way". • Language and eye contact to be used sparingly. • Other children to be evacuated from the room/area if not safe to move the child putting others at risk. • Restraint methods to be used as a last resort to protect the child or others (where possible, 2 adults to be present). <u>Once child is in control of themselves</u>: • Instruct child(ren) to move away from the classroom/playground when calm enough and time given elsewhere to finish calming down. The child is supervised and free to leave the space. • Restorative conversation between children and adults involved, once children are calm. For exposing private parts, read a social story and complete an NSPCC PANTs lesson with the class. Exposing private parts, racism and bullying are also reported to the DSL on CPOMS the same day (see section 7.5). Consequence = Child to miss a lunchtime play, or possible suspension (see section 9). Look out for and praise positive choices after an incident.	Recorded in Behaviour Book/on CPOMs. Any restraint to be recorded on CPOMs.	Parents to be informed by Headteacher or Assistant Headteachers. *If a Level 3 incident occurs during lunchtime, staff on duty must inform classroom staff.*
4	**Repeated Level 3 behaviour**	Follow Level 3 strategies. Headteacher or Assistant Headteachers to have meeting with parents to discuss the actions. Risk Assessment and Behaviour Support Plan put in place. Consideration for referral to the PRU. If the child is at risk of suspension or permanent exclusion, or has been excluded, then a pastoral support programme should be put in place.	Recorded on CPOMs.	Parents to be informed by Headteacher or Assistant Headteachers.

NEWTOWN SCHOOL · BEHAVIOUR FOR LEARNING POLICY 2026–27 Responding to behaviour Our rules We listen and speak respectfully. We try our best. We keep ourselves and others safe. A behaviour happens Stay calm. Get to the child's level. Could this be an unmet need? ? Does the child have an individual plan? Every child in The Nest has one. Follow their plan It comes before the levels below. ? Is anyone in danger right now? The child, other children or staff. Make it safe: go to Level 3 Call the Head or an Assistant Head. Which level is it? Pick the closest match. If it keeps happening, move up a level. LEVEL YOU MIGHT SEE WHAT TO DO RECORD AND TELL 0 Normal infant behaviour • Not sharing • Falling out with friends • Unkind faces • Accidental knocks in play • Help the upset child say how they feel: “I don't like it when you…” • Explain the effect on others and agree how to move on • Child apologises, or an adult does for them Record: no Parents: no 1 Low-level disruption • Shouting out, noises • Disturbing others' play • Boisterous play • Name calling • Lack of care with work • Step in early and redirect • Explain the expected behaviour • Consequence if needed: move area, redo the task or help fix it • Restorative chat once calm Record: only if on a behaviour plan Parents: no 2 Deliberate harm • Repeated Level 1 • Hitting, kicking, biting • Damaging or throwing things • Not following instructions • Swearing • Take the child aside with an adult and explain • Swearing: “We don't use words like that at Newtown.” • 5 minutes time out with an adult, or move to another class • Restorative chat once calm Record: Behaviour Book or CPOMS Parents: yes, inform them 3 Unsafe or out of control • Repeated Level 2 • Endangering self or others • Running off • Exposing private parts • Racism or bullying • Tell the Head or an Assistant Head • Watch nearby, never chase or corner. Few words: “I am here to check you are safe.” • Hold only as a last resort, 2 adults where possible • Once calm: quiet space, supervised and free to leave, then a restorative chat • Miss a lunchtime play. Only the Head can suspend: never send a child home Record: CPOMS, including any hold Parents: Head or Assistant Head tells them 4 Repeated Level 3 • Repeated Level 3 behaviour • Follow Level 3 • Head or Assistant Head meets parents • Risk assessment and Behaviour Support Plan • Consider PRU referral and a pastoral support plan Record: CPOMS Parents: meeting with Head or Assistant Head ? Was it sexualised, racist, bullying, or serious or repeated physical harm? Report to the DSL on CPOMS today As well as following the level. Every time, once the child is calm Restorative conversation: what happened, who was affected, how to put it right. Then look for and praise positive choices. Lunchtime Level 2 or 3 at lunch: duty staff tell the class team so parents can be informed. If you have to hold a child • Last resort only, to prevent injury. Minimum force; stop as soon as it is safe. • Never a hold that restricts breathing. Never as a punishment or to make a child comply. • Record on CPOMS the same day: what, why, what you tried first, how long, any injury. • Tell parents the same day, then send a written report. • Debrief with a senior leader.

Appendix 4 Behaviour Tracker

Behaviour Tracker

Arrival	Registration / Feelings	Phonics	English	Morning Break	Maths	Lunch Time	Registration / Mindfulness	Afternoon Lesson	Story Time	Home time
								X		
			X							
				X					X	
		X								X
					X					
X	X					X	X			

Appendix 5 Behaviour Support Plan

Behaviour Support and Risk Management Plan

Name:		Class:		Date:		Review Date:	

Areas of strength: Motivators:	SEN Stage: Areas of need:	Pupil voice: How does they feel about school? Who helps them? Can they talk about their behaviours? What helps? What makes it worse? What parts of the day goes well? What parts do they find the most difficult?
Presenting challenging/harmful behaviours:	Possible triggers: Possible functions (sensory/escape/attention/tangible):	Positive behaviours we are supporting:
Differentiated measures to promote/support positive behaviours		

Name:		Class:		Date:		Review Date:	

Positive Behaviours	What we will say or do to regulate behaviours and reinforce positives		
First signs of escalation	What we will say and do to deescalate/divert	Risk prior to reasonable adjustment	Risk after reasonable adjustment
Behaviours that challenge	What we will say or do to de-escalate/divert		
Behaviours that harm	What we will say or do to best ensure safety		
Repair/restore/reflect			
How does the child best recover?			
What support do they need at this point?			
How can the child repair what has taken place/What is reasonable?			
Educational consequence options			
Protective consequence options			
Risk assessment			

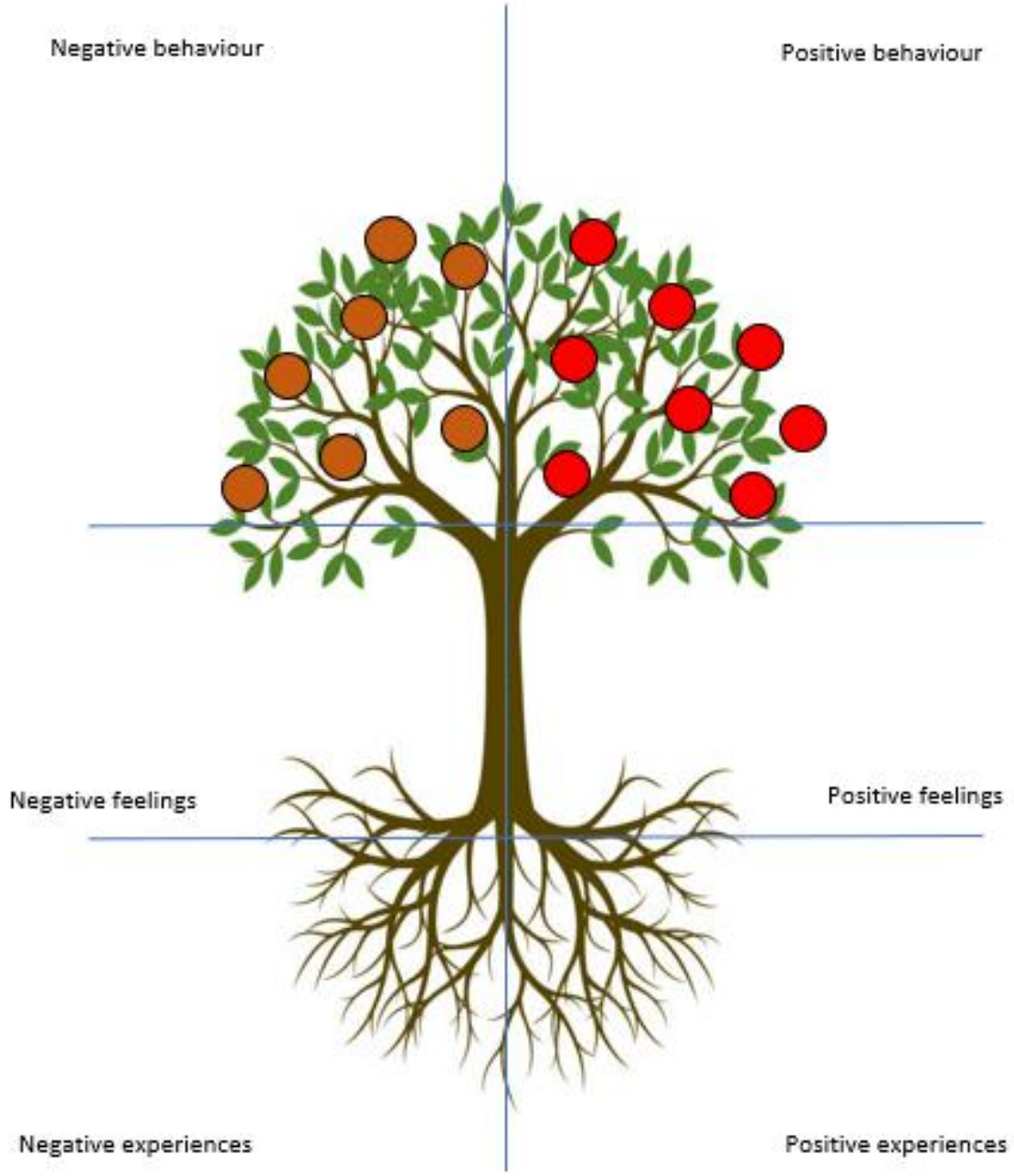
Signature of Headteacher: ..... Date .....

Signature of Parent / Carer: ..... Date .....

Appendix 6 Roots and Fruits

Roots & Fruits Analysis

Pupil's name:	
Who contributed to this analysis?	
Date of review:	



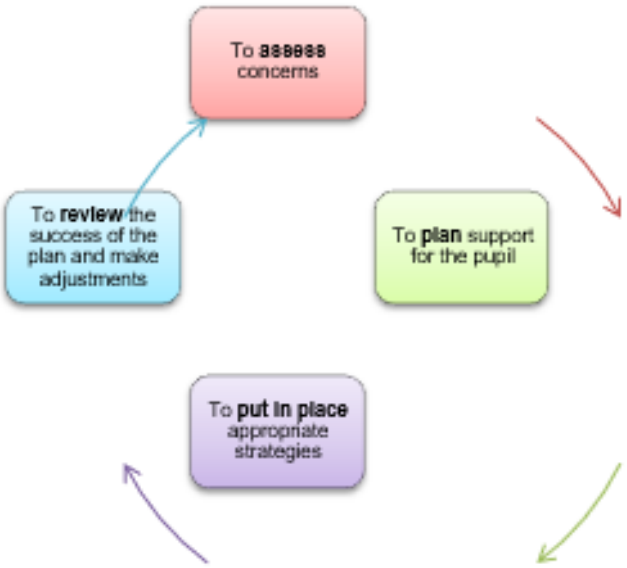
Appendix 7

Pastoral Support Plan

PASTORAL SUPPORT PLAN
INITIAL MEETING SUMMARY

Name of child	Date of birth	Year group	Class

Purpose of the Pastoral Support Plan



PSP Initial Meeting Date	Interim Review Date	Final Review Date

Names of those attending the meeting

At Newtown due to the age of the child it is not appropriate for them to attend the meeting, however it is important that someone explains in child friendly terms what has been agreed so that they understand and feel part of the process.

Name	Role	Signature
	Staff member in charge	
	Parent / Carer	
	Parent / Carer	

Please note below who will explain the plan to the child, when and where

PASTORAL SUPPORT PLAN
INITIAL MEETING SUMMARY

Targets set at initial meeting	Target 1	Target 2	Target 3
These targets should be SMART Specific, measurable, achievable, realistic and time specific			
Child Strategies the child can put in place in order to meet the target			
Parent/Carer Strategies the family can put in place in order to help the child to meet the target			
School Strategies and actions the school will put in place in order to help the child make the target			

Appendix 8 Contacts

Overall Responsibility for Behaviour	Hayley England, Headteacher
Exclusions & Reintegration Team	01296 382835
Oaks Pupil Referral Unit	01494 721925