



Behaviour Policy

Updated: October 2025

Reviewed: October 2027

Introduction

Newham Bridge aims to provide an inclusive and respectful environment with an atmosphere of positive esteem and care in which all our pupils are enabled to feel happy, safe and secure. We want each child to achieve the highest possible standards of behaviour and to know how to be respectful and responsible towards everyone.

We are committed to teaching appropriate and relevant social skills and behaviours to all children as their entitlement and their right. In doing this we will be offering our children the chance to fully achieve and participate in the life of our school and our community by empowering them to take charge of their choices.

Relationships are at the centre of our school community. At the heart of our school are the high quality and enriching relationships that exist between our children and staff. All staff in school work to promote positive relationships and support pupils to make good choices.

Our emphasis is on recognising and celebrating effort and success so that all members of the school community feel valued and included. We teach pupils to take responsibility for their own actions and to recognise the consequences of their choices. We believe it is essential that children in our school is given every opportunity to build up their own self-esteem to ensure they can feel proud of themselves within the school community.

Aims

At Newham Bridge, we strive to create a respectful, calm environment, in which children can thrive. We believe that people respond best to praise and encouragement. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

For these reasons, the school has adopted a positive approach to behaviour management, the purpose of which is to support children in their learning to:

- Take responsibility for their actions
- Develop self-respect and respect for others
- Disagree with others in a respectful way
- Understand that their choices and actions have consequences
- Forgive themselves and others when things go wrong

Through this approach we aim to:

- Maintain high levels of good behaviour throughout school
- Teach pupils effective strategies to manage their own behaviour
- Set clear rules and guidelines on acceptable behaviour, which are consistently applied and support children in recognising positive behaviour.

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- To involve staff, children, parents and governors in promoting this policy

Newham Bridge School Rules

At Newham Bridge, we have six school rules we refer to and follow:

We are gentle

We are kind

We listen

We are honest

We work hard

We look after property

Rights and responsibilities

We are proud to be a 'Rights Respecting school' and our behaviour policy links directly to this. Everyone in our school community have rights and responsibilities to ensure that school is a safe place in which to learn, work and play.

- Children have the right to learn in a friendly, safe and inclusive school and the responsibility to help others learn, work and play in a safe environment.
- Teachers and staff have the right to teach and work in a friendly, safe and caring school, which are supported by SLT. The community, the teachers and staff have the responsibility to foster a positive learning environment.
- Everyone has the right to feel welcome and to know that our children learn, work and play in a friendly, safe and inclusive school and have the responsibility to support the school to make sure their children follow rules to foster a safe learning environment.

Role of Staff

- To provide positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity. To promote high expectations.
- To reinforce and praise good behaviour, caring attitudes and 'trying to do your best' as well as success
- To have knowledge of each child as an individual
- To display good classroom management.

- To encourage and foster acceptable standards of behaviour, using informal procedures where possible, but implementing formal procedures where necessary
- To have a team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues
- To acknowledge that problems within school is a shared responsibility.

Role of Parents

Parents have an important role in supporting staff. This is done by parents and school ensuring their child is ready to learn. They do this by making sure that their child -

- Arrives on time, prepared to learn
- Is aware of the need to be polite and respectful to everyone and that they should comply with reasonable requests or instructions made by staff on the first time of asking
- Wear school uniform correctly
- Show interest in their child's progress
- Ask questions about their work and behaviour
- Praise good reports and certificates sent home
- Visit school not just when there is a problem
- To discuss with Class teacher or Head teacher any problems which could affect their child emotionally or academically within school.

Expectations from the Children

Children should appreciate that there are certain codes of behaviour, which are acceptable and generate approval. This should include:

- Learn what good behaviour means
- Learn to care for one another
- Learn to value friendship
- Develop self- confidence and raise self-esteem
- Speak to all teachers, adults and children with respect
- Understand other people's points of view- settle problems by talking, involving adults when necessary
- Move calmly and quietly around school
- Treat others as you would be expected to be treated

- Make it easy for everyone to learn by listening carefully, following instructions responding appropriately, waiting your turn patiently.

Acceptable behaviour and hard work should always be recognised and rewarded. Reminders should be given at regular intervals to motivate children towards a feeling of success. The following rewards are used at Newham Bridge School: -

Why positive behaviour management?

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them to develop strategies to make appropriate choices.

Staff work to promote positive behaviour at every opportunity. School assemblies provide a focal point for discussing aspects of our school ethos. Children are rewarded with house points and tickets in the pot, pupil of the work and half termly 'enjoy, inspire, achieve' awards for displaying our values. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

Our school acknowledges all the efforts and achievements of children both in and out of school.

- We expect children to be attentive in lessons.
- We expect them to try their best in all activities, to be the best they can be. If they do not do so, we may ask them to repeat a task or activity.
- If a child is disruptive in class, a reminder will be given on our school rules from the class teacher or member of staff.
- If they forget the rules again and need reminding how to behave sensibly, they will receive another reminder.
- On the third reminder, they'll be asked to move to another area of the classroom and will stay behind after the lesson for a couple of minutes to have a reflective conversation with the member of staff around their behaviour choices. This is a time for them to reflect on their actions.
- If a child needs a further reminder after a reflection time in their own classroom, they will be asked to work in another classroom. Before returning to their own classroom, they will have a restorative conversation with the staff member.
- If a child really can't make the right choice and disruptive behaviour continues, the member of staff will ask Mrs Hewitt-Best, Mrs Barker or a member of SLT to intervene, they will spend time reflecting on their behaviour choices and the impact of their actions.
- A call will be made home by a member of SLT.
- If this occurs more than 3 times in a half term, parents will be invited in to discuss expectations in school.

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- There are some instances of behaviour when steps would be missed. These include
 - Swearing
 - Racist incidents
 - Physically hurting another person

Allegations of child on child abuse

“Child-on child” is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This policy covers child-on child abuse both in and outside of school and both in person and online.

In order to prevent child-on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour

Staff will always, when handling an incident of alleged abuse, take the report of the victim seriously, reassure them, support them and work to keep them safe.

The use of reasonable force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted. All staff have received training in how to deescalate situations.

Force will never be used as a punishment.

Fixed term and permanent suspensions

We do not wish to suspend or 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 statutory guidance: 'School suspensions and permanent exclusions' We refer to this guidance and our trust Suspension and Exclusion Policy in any decision to exclude a child from school.

Only the Headteacher has the power to suspend or exclude a child from school. They may exclude 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

We recognise that all behaviour is a form of communication and will look to support the child and their family.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis and at least annually.

Special Needs

If a child continually misbehaves a record should be kept and this should be reported to the Special Needs Co-ordinator, Team Leader, Assistant or Head Teacher. In accordance with our Special Needs Policy a child's needs will be met through detailed I.E.P's. Where necessary outside agencies will be contacted for support and advice - these may include Middlesbrough LA, Beverley School, Holmwood School and River Tees Multi-Academy Trust.

Equal Opportunities

All children are entitled to a broad and balanced curriculum. Teachers must plan to ensure that all children whatever their ability, gender, age, religion, race, class or disabilities have access to the curriculum at a level appropriate to their learning needs. Our commitment to equal opportunities with regards to behaviour reflects our school policy for Equal Opportunities.

Appendix A – Bridge to success



Our aims are for:

Everyone to have a positive attitude towards learning and school life.

Everyone to feel safe and welcome.

Everyone to be proud to belong to Newham Bridge, The Legacy Learning Trust and our local community.



We expect every child to...

Engage

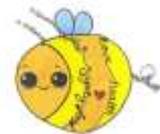
• Actively engage in their learning.

Try

• Always try their best throughout the school day.

Strive

• Strive to become independent learners.



We are still learning and sometimes we need reminding...



If a child is disruptive in class, outside or around school, the teacher will verbally give them a reminder about suitable behaviour.



If we can't remember how to behave sensibly...



If a child forgets the rules again, then they will receive another verbal reminder.

We want children to make the right choice so we will give a third reminder...



On the third reminder, children are asked to move to another area of the classroom.



After this, they will have a discussion with the adult regarding their behaviour choices either during the lesson or afterwards. This is time for them to reflect on their actions.

Reflection

After a restorative conversation, if the behaviour continues, they will be asked to work in another classroom.

Due to this, a letter will be sent home to inform parents/carers

If a child really can't make the right choice & disruptive behaviour continues...



The teacher/teaching assistant will ask Mrs Howitt-Best, Mrs Barker or Mrs Prest to intervene.



One child should not be allowed to disrupt the learning for the rest of the class.



A call to parents will be made.



If this happens more than 3 times in a half term, parents will be asked to come into school for a meeting regarding behaviour.