



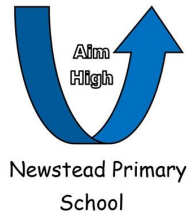
Newstead Primary
School

Behaviour and Relationships Policy

Reviewed October 2025
Annual Review - October 2026

Behaviour and Relationships Policy

Ready - Respectful - Safe



Overview

At Newstead Primary School we believe that high standards of behaviour ensure that all pupils can learn and be successful both academically and socially. We believe that a positive and consistent approach to behaviour management ensures that children are happy and safe in school.

Aims of this policy

The aims of this policy are.....

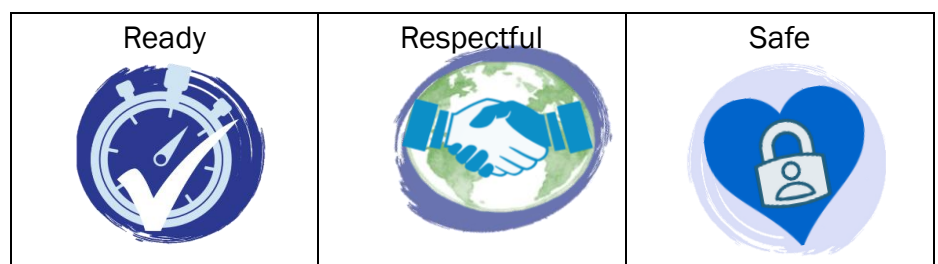
- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential.
- To enable staff to support children with their feelings and behaviour through providing pupils with effective strategies.
- To maintain a calm and purposeful working environment.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

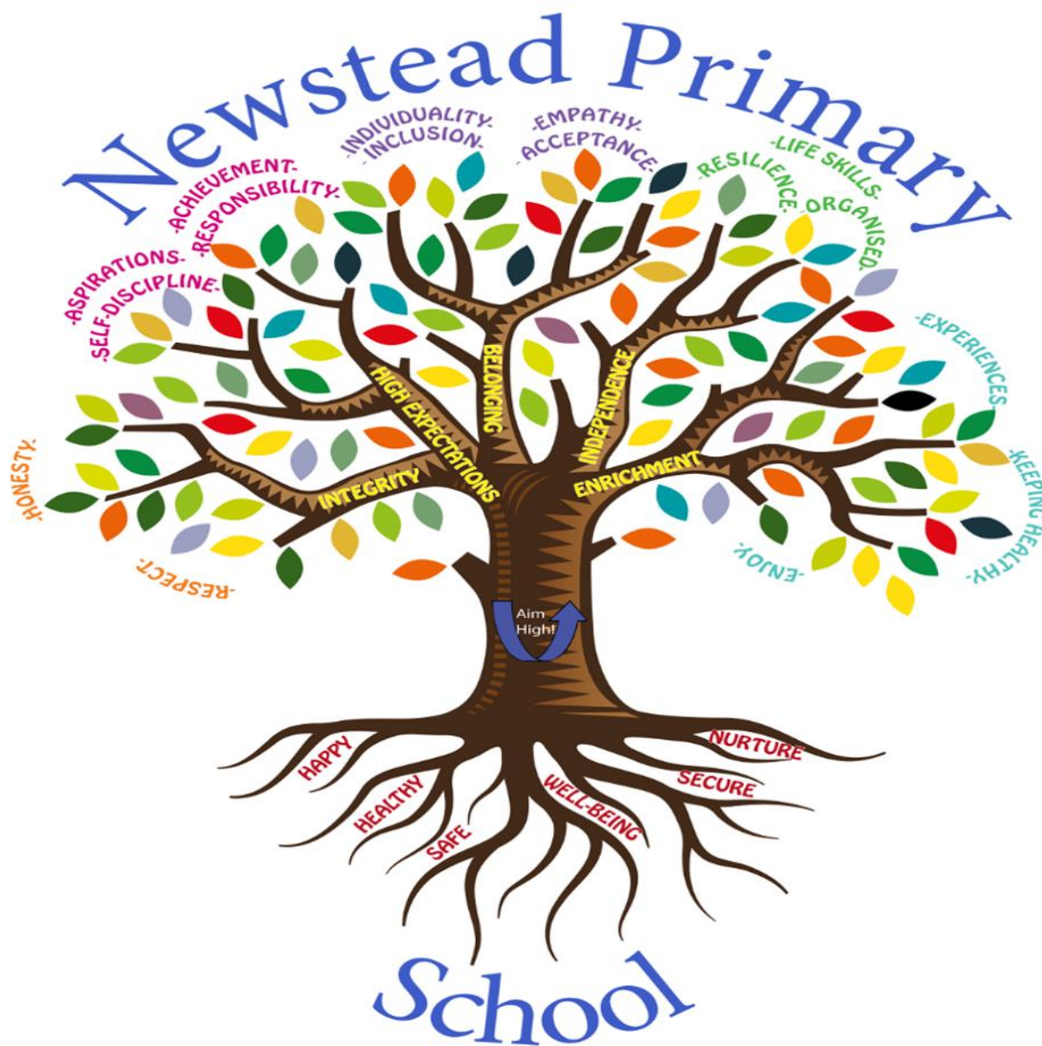
Values, Rules and Ethos

Our school value is 'Aim High'. This is underpinned by our three school rules which are 'Ready, Respectful, Safe'. The school also has an ethos tree which sets out the qualities and values we explore with children with the aim of creating citizens of the future.



Newstead Primary
School





Ready

In our school readiness is reflected in our everyday behaviour. This encompasses the children arriving promptly for each school day, wearing the correct school uniform and having the correct equipment for the day, including PE kits. Children approach learning with a positive mindset, displaying attentiveness by listening carefully and adhering to instructions. Above all, children strive to aim high and be the best they can be in a calm, quiet and organised environment.

Respectful

In our school, being respectful is a key part of our behaviour curriculum. We instil in our pupils the importance of showing respect by walking calmly and quietly around the school. It is important that our pupils demonstrate the ability to listen respectfully to the 'one voice' when engaging in conversations and classrooms-based discussions. Simple acts of 'good morning', holding doors open exhibit politeness and good manners towards everyone are actively

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encouraged. We foster an inclusive environment where we celebrate the diversity and differences amongst the school community. Additionally, we emphasise the responsibility of taking care of the classrooms, school equipment and the whole school environment. Encouraging kind and calm speech towards each other is fundamental to promoting a respectful school ethos.

Safe

Within our school environment, we adhere to a set of expected behaviours to ensure safety and well-being for all. It is our practice to promptly follow instructions, seek assistance when needed and ensure children keep their hands and feet to themselves. Moving around the school is conducted in a calm, quiet and respectful manner.

<p>Ready</p> 	<p>Respectful</p> 	<p>Safe</p> 
<p>We arrive at school on time, wearing the correct uniform and have the equipment we need for the day.</p> <p>We look at and listen to the teacher and follow the instructions.</p> <p>We are calm and quiet so everyone can learn.</p> <p>We 'aim high' and show effort in everything we do.</p>	<p>We listen carefully to 'the one voice'.</p> <p>We use good manners, speak politely and ask for help nicely.</p> <p>We look after our school and belongings, respect equipment, tidy up after ourselves and care for others' things.</p> <p>We are kind and inclusive, use kind words, include everyone and respect other peoples' feelings and views.</p>	<p>We think before we act, ensuring our words and actions are not harmful to others.</p> <p>We find a safe and trusted adult to help us with our worries.</p> <p>We walk calmly and sensibly around the school and corridors.</p> <p>We keep hands and feet to ourselves.</p> <p>We sit safely on our chair.</p> <p>We line up ready, one behind the other, calmly and quietly.</p>

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Restorative Approaches and Natural Consequences

We understand that children will display unexpected behaviours. When this happens, there are several layers of consequences to manage behaviour in a positive way. We use Restorative Approaches and Natural Consequences as an approach.

Restorative Approach

Using a restorative approach is a strategy to promote good relationships, so that people can work together with the common purpose of helping everyone learn from situations as they arise.

Restorative approaches are based on four key features

- RESPECT - for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - take responsibility for own actions
- REPAIR - How can we right the wrong? We use situations as learning experiences and to build the necessary skills for children to identify solutions that can repair and ensure behaviours are not repeated.
- RE-INTEGRATION - working through a structured, supportive process that aims to solve problems and allow children to be successful in school.

Our school uses restorative approaches to encourage everyone to take responsibility for their own actions and behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry such as 'I wonder why?', if conflict arises over low level issues ie. friendship breakups, disputes over games, not responding to requests and showing unexpected behaviours against the school rules.

Natural Consequences.

We support children to make the right choices, first time, through a series of 'natural consequences' All staff will consistently use the following sentence stems to make explicit the expectations of the children who are beginning to show unsafe behaviour or behaviour that is not expected as set out within the school rules.

1st Stage: First verbal reminder.

This stage reminds the child(ren) of the expected behaviour. A verbal reminder is conducted in a private manner.

Examples are.....

Remember to sit correctly on your chair, so you are safe.

The expectation is to listen to one voice (not talk when others are talking)

Remember you need to complete your work.

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2nd Stage: Second verbal reminder. We call this a correction.

This stage makes explicit the expectation and the opportunity for the child to correct the behaviour. The reminder is conducted in a private manner.

Examples are.....

You are not sitting correctly on your chair, so are continuing to be unsafe, can you correct that thank you.

Remember it is only one voice, correct that, thank you.

The expectation is that you complete your work before the end of the lesson, correct that, thank you.

At this second stage also reflect on if the child may need help. Is there an unmet need?

Using the sentence stem - 'I wonder why' can get the child to talk about their need and why they are not meeting the required expectation.

3rd Stage - Third verbal reminder. This will be the child's second correction so therefore a natural consequence will be implemented.

Examples are.....

You haven't completed your work by the end of the lesson, you will need to finish that at breaktime.

The expectation is you listen to one voice during lessons, we need to talk about that expectation.

Sitting safely is expected so you don't hurt yourself or others, we need to talk about that expectation.

Restorative Conversations.

Restorative conversations occur when behaviour is not in line with our Ready, Respectful and Safe rules.

Restorative Questions (Early Years)

What's happened?

How is everyone feeling?

What do we need to do to make it better?

Restorative Questions

What's happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

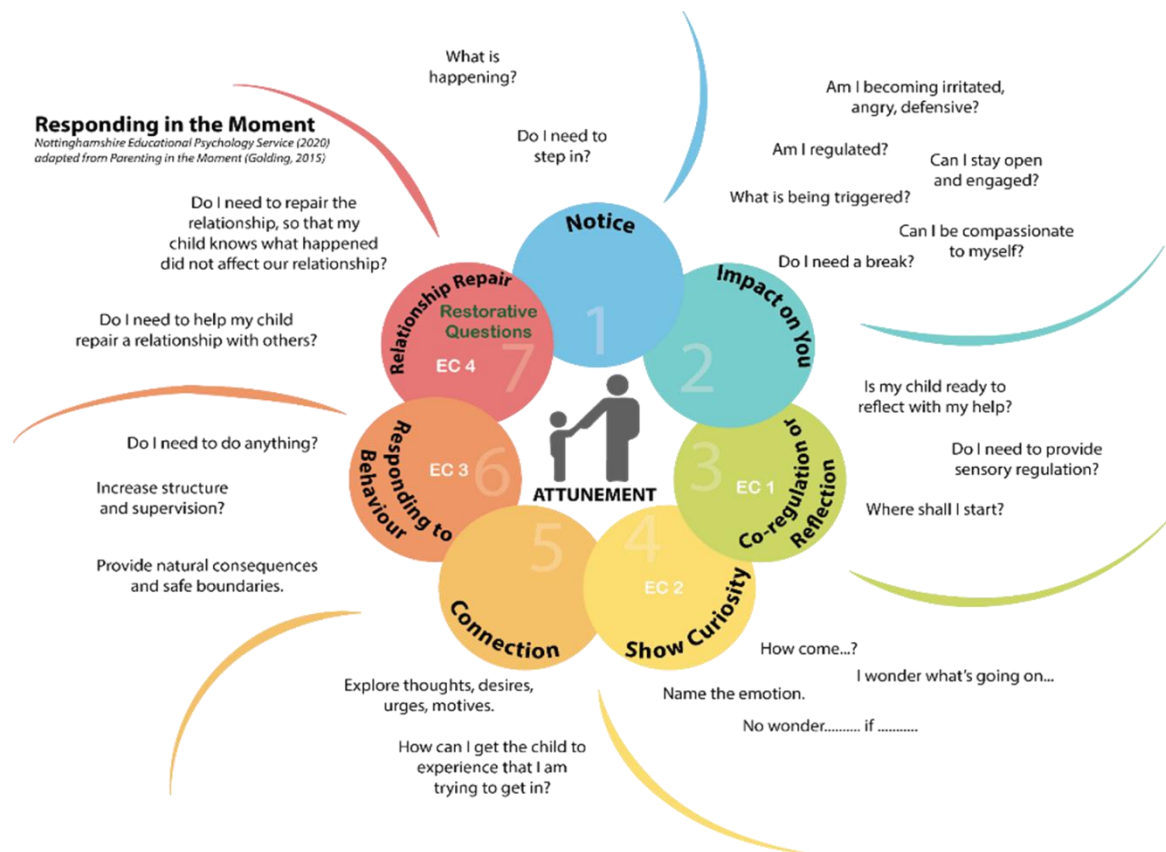
What do you think needs to happen next?

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Responding in the moment

Responding in the moment is a model for relationship-based conversations and interactions, particularly in the face of strong emotion and challenging behaviour. The model is used to support difficult conversations between adults and children and follows the practice of Emotion Coaching and Restorative Practice.



Recognition Boards

Recognition boards are used in all classrooms as a tool to support positive behaviour recognition. The recognition board will focus on a collaborative strategy that the class can focus on during the day. This may be 'one voice', 'speak politely', 'calm and quiet working', 'complete all work given' for example. This focus of the day can be a mixture of social behaviours and learning behaviours. The approach focuses on recognising children who are demonstrating the expectation of the day. The aim is for everyone to have their name on the board by the end of the day, even if children have received a correction during the day, they still can receive recognition of positive behaviours also.

“Recognition is a guaranteed relationship builder. Rewards are hit or miss.”
— Paul Dix, After The Adults Change: Achievable behaviour nirvana

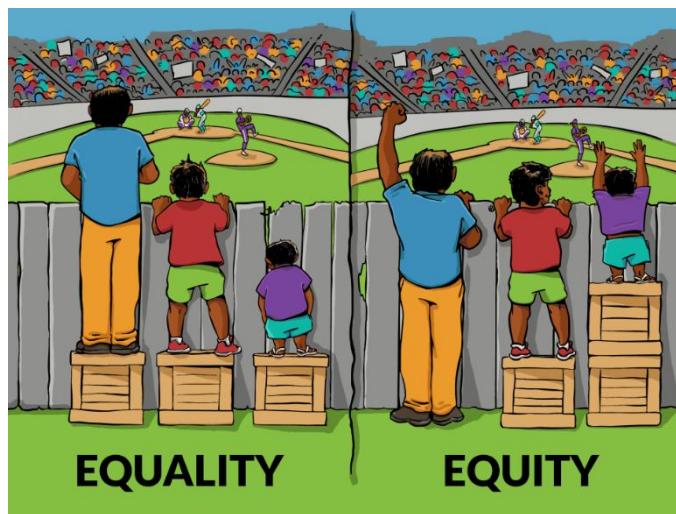
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Language Consistencies

Using consistent language with children is important to ensure all children know the clear expectations of the school, no matter which staff member is teaching or which class they may be in.

Some examples of the language that has been agreed in our school are:

- Expected behaviour
- Remember (one voice, work needs to be completed, listen carefully)
- One voice
- I wonder why
- Calm and quiet
- I can see you are.....(emotion), can I help you?
- You are in control of you
- Correction (flip the negative into a positive)
- I would be (emotion) if that happened to me (validation of feelings)



The core message of this image is that while equality involves treating everyone the same, equity means providing tailored support to achieve fair outcomes.

As much as all classrooms embody a nurturing ethos, some children who need extra support may access tailored provision on a short-term basis or on a longer-term support plan.

The child's need will be assessed and strategies best placed to support the individual will be deployed.

