



Durham &  
Newcastle  
Diocesan  
Learning  
Trust



## Durham and Newcastle Diocesan Learning Trust

**Company Number 10847279**

**Newbrough C of E Primary School**

**Wark C of E Primary School**

**Behaviour and Anti-Bullying**

**2024 to 2025**

**"Every child matters and no child is ever left behind..."**

**"Let the little children come to me, and do not stop them;  
for it is to such as these that the kingdom of God belongs."**

**Luke 18:15-17**

**Policy Reviewed and Adopted by Local Academy Council:**

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**Responsible Officer: M Boucetla**

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### Joint Behaviour and Discipline Policy for Newbrough and Wark C of E Primary Schools

#### Introduction

Newbrough and Wark C of E Primary Schools are committed to fostering environments where all children and adults flourish. Each school draws its ethos from its distinct vision:

- **Newbrough C of E Primary School Vision:** ‘Be courageous; be strong; do everything in love’ (*Corinthians 16 v:13-14*)
- **Wark C of E Primary School Vision:** “Growing Well” – rooted in Jesus’ parable of the mustard seed (Matthew 13:31-32), emphasising sowing seeds of potential, nurturing growth, and welcoming all.

Our shared policy promotes positive behaviour through proactive, supportive, and inclusive strategies, ensuring every child can thrive academically, socially, and spiritually.

#### Aims

The aims of this policy are to:

- Cultivate respectful, caring, and inclusive school communities where children develop high self-esteem, self-discipline, and empathy for others.
- Equip pupils with tools to self-regulate emotions, resolve conflicts constructively, and take responsibility for their actions.
- Embed Christian values and principles to guide behaviour and relationships.
- Provide a consistent, positive framework to support children’s behavioural and emotional growth.

#### Guiding Frameworks and Approaches

Our schools employ the following evidence-based approaches to create nurturing and effective learning environments:

1. **ClassDojo:** Recognises and celebrates positive behaviours, enabling transparent communication with parents about achievements and areas for growth.
2. **Zones of Regulation:** Helps children identify and regulate their emotions, providing strategies to manage feelings and maintain focus.

3. **Emotion Coaching:** Supports children in understanding their emotions and guiding them toward constructive responses.
4. **PACE Principles** (Playfulness, Acceptance, Curiosity, Empathy): Builds secure, trusting relationships between staff and pupils.
5. **WINE Principles** (Wonder, Imagine, Notice, Empathy): Encourages curiosity, mindfulness, and emotional understanding to foster personal growth and positive relationships.

### Behaviour Expectations

Children are encouraged to:

- Be kind and show respect for themselves, others, and the environment.
- Work hard and take responsibility for their behaviour and its impact on others.
- Act with kindness, fairness, and integrity.

Class and school rules are co-created with pupils annually to ensure ownership and relevance. These rules are prominently displayed and reinforced consistently.

### Guidance and Support

Staff use positive reinforcement and restorative practices to address behavioural challenges.

Support mechanisms include:

- Individual or group discussions to resolve conflicts or misunderstandings.
- Time is allocated for reflection and restoration, emphasising fairness, compassion, and reconciliation.
- Personalised strategies for children needing additional support, developed in collaboration with parents and external specialists if required.

### Rewards and Recognition

Positive behaviours are celebrated through:

- Verbal praise and recognition in assemblies or ClassDojo.
- Stickers, certificates, and other tangible rewards.
- Opportunities for leadership roles or participation in special activities.
- Communication with parents to share successes.

### Sanctions and Seclusions

When behaviour falls short of expectations, staff employ a tiered approach:

1. **Level 1 (Minor issues):** Gentle reminders, guidance, or relocation within the classroom.
2. **Level 2 (Repeated issues):** Reflective discussions, documented strategies, or time spent with a staff member to address the behaviour.
3. **Level 3 (Serious or persistent issues):** Meetings with parents, tailored action plans, or involvement of external agencies if needed.

Seclusions may be used as supportive interventions to help children reflect on their behaviour and develop alternative strategies. Exclusions will only be considered as a last resort.

## Anti-Bullying Policy

Newbrough and Wark C of E Primary Schools are committed to creating a safe, inclusive environment where bullying is not tolerated. In line with the principles of **Keeping Children Safe in Education (KCSIE) 2024**, we aim to:

- Foster a culture of openness and respect, where pupils feel confident to report bullying.
- Provide regular training and updates for staff to identify, prevent, and address bullying effectively.
- Equip children with strategies to recognise and respond to bullying, including through PSHE lessons and assemblies.
- Address all forms of bullying, including physical, verbal, emotional, and cyberbullying, promptly and consistently.

Procedures include:

1. Listening to and supporting the victim while investigating incidents thoroughly.
2. Addressing the behaviour of the perpetrator through restorative practices and appropriate sanctions.
3. Informing and involving parents at every stage, ensuring open communication and collaboration.
4. Monitoring the situation to prevent recurrence and support all parties involved.

Our anti-bullying strategies are guided by current best practices and align with the latest statutory guidance. For further information, please refer to the **KCSIE 2024** documentation and relevant school policies.

## Roles and Responsibilities

- **Pupils:** Take responsibility for their actions, treat others with respect, and follow school rules.
- **Staff:** Model positive behaviour, build trusting relationships, and provide consistent guidance and support.
- **Parents:** Collaborate with the schools to support their child's emotional and behavioural development.
- **Headteachers:** Lead behaviour management policies and involve external agencies as necessary.
- **Academy Council:** Monitor behaviour policies and ensure they align with school visions and values.

## Monitoring and Review

Behavioural data will be reviewed regularly using tools such as ClassDojo logs, reflection records, and parent feedback. The policy will be reviewed biennially to ensure it remains effective and aligned with both schools' visions.

This policy represents a joint commitment by Newbrough and Wark C of E Primary Schools to nurture respectful, resilient, and responsible individuals.

**Appendix B**

**Bullying incident form**

Pupil's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

Names and accounts of any witnesses:

Parents of bully informed: YES. Date:

Parents of victim informed: YES/NO

Name of teacher dealing with incident:

(A copy of this form should be given to the Head Teacher for filing)