Behaviour Management Policy

Introduction

The Behaviour Management Policy reflects the Mission and Vision of the school.
"An international community of learners, striving for excellence and celebrating success."
We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help students grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all students.
- To treat all students fairly and apply this policy in a consistent way.
- To ensure that students are aware of the School Rules and our Values.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Values

The behaviour we expect from children and all in our school community come from what we value. Our values also shape how we manage behaviour in our school.

In Newton D Ring we value:

- Respect for each other – to treat others how we wish to be treated
- Celebration of each other's differences
- Accepting responsibility for our actions
- Taking a pride in our school, our work and our community
- Working co-operatively with each other
- Taking responsibility for our own learning and behaviour, where everyone tries their best.

Rights & Responsibilities

All members of our school have rights, and with those rights come responsibilities.

Rights	Responsibilities
Children have a right to learn	Children have the responsibility to try their best at all times, to allow others to learn and to not disrupt teaching.
Teachers have a right to teach without their lessons being disrupted	Teachers have a responsibility to provide an exciting, dynamic and challenging curriculum for all children.
All have a right to be listened to with respect	All have a responsibility to listen to others with respect.
All members of the school's community have a right to feel safe and secure	All have a responsibility to behave in a way that allows everyone to feel safe and secure.
All have a right to work in a positive learning environment	All have a responsibility to show courtesy and consideration towards each other.
Children have a right to be guided and supported with their behaviour	Children are responsible for their own behaviour and for following our school rules.

Expectations with regards to pupils:

Pupils will be expected to:

- Conduct themselves around the building in a safe, sensible manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and other pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Expectations with regards to staff:

Staff will be expected to:

- Endeavour to arrive on time to their lessons
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs
- Deal with incidents of inappropriate behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom

Expectations with regards to parents/guardians:

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared for work

Reward System

We use rewards to encourage children to keep to our school rules and meet their responsibilities in terms of their behaviour and learning.
We believe that praise, encouragement and a warm, positive relationship between children and adults is the greatest reward we can give our children.
We have the following rewards that are used across the whole school:

- **Principal's Awards** – given for outstanding effort or achievement
- **Sharing Good Achievement** – between classes or in achievement assembly
- **House Points** – given to individuals by class teachers. These are team awards and the results are shared across the school each month.
- **House of the Month** – each child earns house-points as above. An award will be given to the winning house each month and this will be announced in Key Stage assemblies. The pupils from the winning House may be awarded a special treat, eg an extra playtime. These monthly trophy wins will be counted towards the overall winning House at the end of the year and a trip or other activity arranged as a reward.
- **Star of the Week** – awarded to individual pupils by their class teacher, or in the case of KS3 – subject teachers in different subject areas.
- **Prize-giving** – prizes are awarded annually to pupils for outstanding effort and achievement, success in examinations, sporting endeavours and for services to the school.
- Each class has their own different reward system as well, with stickers, certificates, stamps, Golden Time, etc.

Positive Behaviour recognition

Rainbow Chart: This will vary slightly between the different key stages and will be used by Specialist and Arabic teachers.
EYFS:
Each child has a peg with their face on. Every morning, each peg is moved from the Golden Rules at the top of the chart to 'Good' in the middle, and at the end of the day all pegs are moved back to the Golden Rules to allow each child to start afresh the next day.
Moving up the chart from 'Good' (green):

- 'Very Good' (blue) – teachers have their own rewards, ie sticker chart when a child attains this
- 'Fantastic' (pink) – taken to Co-coordinator or Team Leader for special praise/sticker/treat

Moving down the chart from 'Good':

- 'Make Better Choices' (yellow) – verbal warning and a reminder of appropriate behaviour
- 'Thinking Chair' (orange) 3-4 minutes depending on the child's age. The teacher will clearly state why the child is there and once the child acknowledges their behaviour and apologises, they can rejoin the class and their peg will be moved back up.
- Team Leader/Key Stage Coordinator (red) – the child will be spoken to and parents informed.

KS1 & 2:
The Rainbow chart is used to recognise good working practices in the classroom in these two key stages. The children start each new day on 'Ready to Learn' (green).
Moving up the chart from 'Ready to Learn':

- 'Good student' (blue) – 1 house point
- 'Great student' (purple) – sticker and 3 house points
- 'Super Student' (black) – certificate and note home to parents

Moving down the chart from 'Ready to Learn':

- 'Make Better Choices' (yellow) – verbal warning
- 'Think About It' (orange) – time out with class teacher and fill in a 'time out' sheet explaining why they have misbehaved and what they can do to correct their behaviour in future
- 'Parent Contact' (red) – note home in planner

On a Thursday afternoon all classes in Key Stage 1 enjoy a period of Golden Time. How this operates may vary from class to class. It may involve some free choice activities or the whole class taking part in a special activity all together. Golden Time is intended to be a positive, relaxed experience for everyone involved in the class rather than a reward as such. The withdrawal of Golden Time is not intended to be used as a sanction. However, there may be occasions when it is not appropriate for a child or a class to have Golden Time due to their behaviour.

KS3:
Because of the mobility of classes in KS3, each student will have the opportunity to earn "Newton Notes" for good behaviour and attitude. This includes the correct wearing of uniform, punctuality to lessons, homework submission, etc. These "Newton Notes" can be redeemed for individual rewards as the students choose at any point during the year. House points will be awarded for good work, politeness, helpfulness, exemplary behaviour, etc. House point charts will be displayed in tutor group rooms.
Star of the Week will be awarded by the different subject teachers for each class – with a 'Pupil of the Term' at the end of terms 1 and 2, and 'Pupil of the Year' at the end of term 3.

Teachers in individual classes may choose their own reward recognition schemes that work for them and their children, eg. Golden Time, Do-Jo Points, Stickers, Notes Home, etc.

Sanctions as a choice

Sanctions are given as a choice at every stage and are linked to the breaking of school rules – eg. *"We need to move in a quiet and orderly manner. If you push, you will miss two minutes play."* This helps the child realize that they are the ones responsible for their behaviour and its consequences. To emphasise this, a "choice" is itself a first step. In EYFS, children are encouraged to make amends if they have hurt or upset another child and staff ensure that the child understands that it is the 'behaviour' and not the child that is disapproved of.

Sanctions will vary according to the age of the child and the severity of the misdemeanor.

EYFS:
- A verbal reprimand and a reminder of expected behaviour
- A short time (depending on the age of the child) on the 'thinking chair' to remove the child from the situation
- If the child is a danger to themselves or others – removal to another class for a short period of time
- Taken to another class to be spoken to by a different teacher
- Taken to the Team Leader or Key Stage Co-coordinator and parents informed

KS1 & 2:
- A clear choice given to the individual, group or whole class.
- Two minutes of missed play
- Sent to a different class in the year group for 10 minutes/remainder of playtime 'time out'
- Sent to the class of the Team Leader or Key Stage Co-coordinator for the rest of the session
- Sent to SMT at break time or end of day

KS3:
- A clear choice given to the individual, group or whole class
- Name on whiteboard/detention/note in planner for parents
- Sent to another Key Stage, to the Co-coordinator or to SMT for remainder of day
- Sent to Principal – parents asked to come in to meet with Co-coordinator – report card set up.

No Hitting, No Hitting Back

Physical violence to another child will not be tolerated under any circumstances, including hitting back.
It is important that all children learn to resolve conflict safely and calmly. Any child hitting in our EYFS classes will be dealt with by the class teacher and parents will be informed.
From Year 1 upwards, the child will automatically be sent out of the classroom to SMT for that session at least.
If the behaviour is frequent or severe, a different sanction may be appropriate. For some children an *Individual Education Plan* may be needed to help the child to learn to manage their behaviour and the Social Worker would be involved at this stage.

Dealing with Severe Behaviour

A child will be sent immediately to SMT for any of the following behaviours:

- Physical violence or verbal abuse to an adult
- Racist abuse
- Theft
- Damage to school or another person's property
- Smoking
- Multiple detentions within a short time frame (KS3)

Parents will be asked to come in and speak to the Principal at this stage to discuss next steps which may include suspension or isolation over a period of time. There may be situations which necessitate the student being sent or taken home immediately.

Records will be kept by SMT of children who have been sent to them and these will be reviewed termly.

Support for pupils causing concern

Pupils whose behaviour gives a cause for concern may be supported in the following ways as appropriate for their individual needs:

- Individual education plan
- Shadow teacher provision
- Positive behaviour chart

This policy will be reviewed on an annual basis.

Appendix 1:

Procedure for sending pupils to SMT

If pupils are sent to SMT, they must go through the steps as set out in the Behaviour Management Policy beforehand.

Pupils should always be accompanied by either a member of staff or another sensible pupil to SMT with a completed behaviour log. Pupils in KS1 and KS2 should not be sent to SMT during lesson times except in cases of extreme behaviour. They should be escorted by the teacher at the next break time or at the end of the day. Staff in KS3 should use the red card to summon a member of SMT to escort a pupil down to the office. When the red card is sent down, the urgency of the matter should be specified.

Parents should always have been notified by the class/form teacher and a meeting should have already taken place to discuss strategies to deal with the behaviour in the classroom.

Pupils should only be sent directly to SMT in cases of severe behaviour as set out in the Behaviour Management Policy:

- Physical violence or verbal abuse to an adult
- Racist abuse
- Theft
- Damage to school or another person's property
- Smoking
- Multiple detentions in the course of a day
-

If there is not teacher or class in the nominated buddy class at the time, send the pupil to the nearest available class with the behaviour log.

In the absence of the Key Stage Coordinator or Team Leader, send to the SMT only if there is no other course of action that can be taken.

A meeting between the teacher and parents must have taken place and strategies agreed upon – eg a report card, behaviour/sticker chart, daily note in planner, etc. before the pupil is sent to SMT. Sending a pupil to SMT should be the final sanction when all other sanctions have been exhausted and there are continuing bad behaviour issues with that pupil. At this stage, the parents will be called in to meet with SMT and the teacher and/or the KSC/TL will also be expected to attend this meeting.

It is important that all these stages are followed to ensure consistency when dealing with behavioural issues in school.

Behaviour Log

Name of Pupil: _____ Date: _____

Reason for being sent to SMT:

Previous steps taken:	**Yes**	**No**	
Warning given/name on whiteboard			
Missed break-time/KS3 detention			
Sent to buddy class *(KS1 & KS2 only)*			Which class? Teacher signature:
Parents informed			How?
Sent to Key Stage Coordinator/Team Leader			KSC/TL signature:
Meeting with Parents			Date of Meeting:
Outcome of meeting/Action agreed Strategies put in place			

Name of child accompanying pupil to SMT:
_____

Signature of teacher: _____ Date: _____

(SMT only) Further Action taken:

Appendix 2: Report Cards

Example Daily Report KS2 Date:

	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Break	Lesson 5	Lesson 6	Lesson 7
Subject/ Teacher									
✓ ✗ Teacher Signature									
Comments									
Parent Signature									

TARGETS (example):

- **To not use any bad language towards other pupils**
- **To not get involved in any fights – verbal or physical with other pupils**
- **To respect teachers and follow all instructions immediately**

Example Daily Report KS1 Date:

	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lesson 5	Break	Lesson 6	Lesson 7
Subject/ Teacher									
Good/Bad ☺ ☹									
Comments									
Signed									

TARGETS (example):

- **To sit in your seat for the entire lesson and work quietly without disrupting others**
- **To follow all instructions given straight away without arguing**
- **To keep your hands, feet and unkind words to yourself and not upset or be nasty to other children**

Newton International School
D Ring
"An international community of learners striving for excellence and celebrating success"

Key Stage 3 Report Card

Name_____ Class_____

Target 1	
Target 2	
Target 3	

	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Signed							
Comments						Parent Signed	

	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Signed							
Comments						Parent Signed	

Appendix 3: Golden Rules

The Golden Rules

- **Always follow instructions and listen when somebody else is speaking.**
- **Keep hands, feet and unkind words to yourself.**
- **Speak to others with respect and treat others how you would want to be treated.**
- **Respect your own and other people's property.**
- **Move in a quiet and orderly manner from class to class and be only where you should be at all times.**

Appendix 4: Warning Letters

Date:

To the Parents of:

1st WARNING

Dear Parents

Your child has been sent to SMT because of the following incident:

This is not the first time this has occurred and behaviour of this sort cannot be tolerated in our school.

A copy of this letter will remain your child's personal file for the remainder of this academic year. If we have to send a second warning letter, your child will be placed in isolation in school for a period of time and we will require you to come in to see us and discuss strategies to help your child conform to our expectations regarding behaviour.

We hope that you will discuss the seriousness of this with your child. Please acknowledge receipt of this letter by completing the form below and returning it to the school.

Thank you for your continuing support.

Yours faithfully

Name: _____

Parent of: _____ Class: _____

I acknowledge the receipt of this letter and understand the seriousness of the situation involving my child.

Signed: _____ Date: _____

Date:

To the Parents of:

2nd WARNING

Dear Parents

This is the second time your child has been sent to SMT because of the following incident:

Behaviour of this sort cannot be tolerated in our school. We require you to come in and meet with us to discuss strategies to help your child conform to our expectations regarding behaviour.

A copy of this letter will remain your child's personal file for the remainder of their time at this school. If we have to send a final warning letter, we will require you to come into school, meet with SMT to discuss your child's future at our school and keep your child at home for a specified period of time.

We hope that you will discuss the seriousness of this with your child. Please acknowledge receipt of this letter by completing the form below and returning it to the school. Your child will be kept in isolation in school until you are able to come in and meet with us.

Thank you for your continuing support.

Yours faithfully

Name: _____

Parent of: _____ Class: _____

I acknowledge the receipt of this letter and have discussed the seriousness of the incident with my child. I will contact the school to make an appointment to meet with you.

Signed: _____ Date: _____

Date:

To the Parents of:

FINAL WARNING

Dear Parents

This is the third time your child has been sent to SMT because of the following incident:

Behaviour of this sort cannot be tolerated in our school. This letter will remain on your child's file for the remainder of their time at our school.

We require you to come in and discuss your child's future in this school. Please do not send your child to school until you are able to come in and see us.

Thank you for your continuing support.

Yours faithfully

Name: _____

Parent of: _____ Class: _____

I acknowledge the receipt of this letter and will keep my child at home until such a time that I can meet with you.

Signed: _____ Date: _____

Appendix 5: Parent/Pupil Agreement

Date: _____

Re Pupil: _____ Class: _____

I agree that my child will not be involved in any further incidents like the one I have been called in to speak about today.

I agree that my child will in future respect and obey their teachers and the School Rules.

I agree to support the school with regard to the discipline and behaviour of my child.

Signed: _____ (Parent)

Name (print): _____

Signed: _____ (Pupil) (if applicable)

Signed: _____ (SMT)

Appendix 6: KS3 Newton Notes Rewards Programme
Students can attain Newton Notes in the following ways:

Correct Uniform 1N per day
Good Behaviour 1N per day
Homework/Project Submission – up to 5N per subject

Displaying Good Values 1N
Kindness, Caring, Unity, Truthfulness, Honesty, Courage (from Term 1)
Trustworthiness, Moderation, Consideration, Flexibility, Justice, Determination, Compassion, Excellence, Commitment, Reliability (from Term 2).
More values will be added in Term 3.

Displaying Good Values may include:
Helping others, neat bookwork, handing in homework on time and of a good standard. area clean and tidy, packing up well, being prepared for lesson, focused on task, contribution to lesson, raising hand without speaking until asked, moving quietly between classes or to and from breaks.

A student will be nominated from each class to transport a roll, inside a folder. Student names will be checked off, each lesson, for good behaviour. These will be tallied and 1N issued when 50 ticks are tallied. Students do not need to achieve a tally within a week. Therefore those with behaviour issues can still accumulate points, over a longer period of time.

Options:		
5N	Exchange Newton's for 5 house points each.	
10N	Visit Library (in tutor time).	
10N	Bring your own remote car for break time.	
10N	One Child Entry to School fair.	
20N	One Adult Entry to School fair.	
20N	Fair tokens (one sheet).	
25N	15 mins music while you work (tutor time with headphones).	
25N	Computer games (ECA).	
50N	Mention in newsletter for good piece of work.	
50N	Non-school uniform day (per person). Held on Thursdays.	
100N	Pizza order for 5 pupils (100N each child). During breaktime.	
100N	Exclusive use of 4 square court (with 3 friends) for both break times in a day.	
100N	Crazy photo shoot @break time (5 people) see teacher. Must have parent permission.	
100N	Letter home or phone call from Principal (praise you).	
100N	Buy yourself out of break time detention (for 1 day).	
200N	End of term trip (choice of venue) SMT approved.	
500N	Free tutor time (whole class).	
	Penalties	
10N	Toilet pass (during class time)	
10N	Stationery	