

Newton International
School D Ring



Policy

Behaviour Management

An International Community of Learners Striving for Excellence and Celebrating Success

September 2025

Review Annually

Prepared by
Deputy Head of
Primary



Our Vision

An international community of learners striving for excellence and celebrating success.

Our Mission

We aim to provide the highest quality of education possible for our students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Aim of Policy

The aim of the Behaviour Management Policy is to create a positive, supportive, and safe learning environment that encourages and promotes appropriate behaviour among students. It is designed to foster a child-centered approach, where students are guided to understand the consequences of their actions and take responsibility for their behaviour. The policy emphasizes restorative practices, aiming to repair harm and restore relationships rather than simply punishing misbehaviour. By implementing a structured sequence of actions and providing clear procedures for addressing continued misbehaviour and more serious incidents, the policy seeks to:

- 1.Promote consistent and fair behaviour management across the school.
- 2.Ensure that all students feel valued, respected, and safe.
- 3.Support students in developing self-regulation, resilience, and social skills.
- 4.Involve parents, staff, and students in the process of behaviour management to foster a collaborative and inclusive school community.
- 5.Address and mitigate negative behaviours in a way that aligns with the school’s values of caring, collaboration, creativity, and critical thinking.

Ultimately, the policy aims to contribute to the holistic development of students, helping them grow into responsible, respectful, and reflective individuals.

Newton Group Values



Support



Honesty



Respect



Transparent Communication



Social Responsibility



Personal Accountability



Environmental Awareness



Empathy



Diversity

Newton International School D Ring Values



General Principles

At Newton International School D Ring, we believe in fostering a positive and inclusive environment where every child is encouraged to develop academically, socially, and emotionally. Our Behaviour Management Policy is designed to support children in making responsible choices and to help them understand the impact of their behaviour on themselves and others. We emphasize a child-centered approach that prioritizes restorative practices, emotional regulation, and collaboration between students, staff, and parents.

Links to Other Policies

- Safeguarding Policy
- Anti-Bullying Policy
- Inclusion Policy
- Teaching and Learning Policy
- Attendance Policy
- Equality and Diversity Policy

Our Objectives

- To create a safe and respectful learning environment for all students.
- To encourage positive behaviour through recognition and rewards.
- To address misbehaviour in a constructive and restorative manner.
- To support students in developing self-regulation skills and emotional intelligence.
- To involve students, staff, and parents in the development and implementation of behaviour expectations.

Rewards

Intrinsic rewards are an essential part of day-to-day life in our school, where children are actively encouraged to do their best through positive reinforcement and motivation from teachers.

Through programs such as Zones of Regulation, Character Development, and Philosophy for Children, we are working towards helping our students regulate themselves independently and develop internal motivation to succeed. These initiatives are designed to foster a sense of self-discipline and a genuine desire to achieve, ultimately leading to well-rounded and self-motivated individuals.

We believe in celebrating positive behaviour and achievements.

Our reward system includes:

- Celebrating Success: Recognition in assemblies, displays, or class announcements.
- House Points: Awarded for displaying outstanding values and virtues, contributing to academic participation during specialist weeks, with a celebration day for the winning house each term. (See appendix 3)
- Star of the Week: Awarded to individual pupils by their class or subject teachers.
- Behaviour/Value Award: Given for consistently demonstrating school values.
- Attendance Award: Awarded to the class with the best attendance.
- Prize-Giving: Annual awards for effort, achievement, and contributions to school life.

Expectations for Pupils, Staff, and Parents

Pupils Are Expected To:

- Arrive on time to lessons.
- Bring appropriate equipment for the lesson.
- Behave politely towards staff and peers.
- Show respect for others' opinions and beliefs.
- Complete classwork as required.
- Submit homework on time.
- Show respect for the school environment.
- Display 'Wow walking' when moving around the school (see appendix 2).
- Follow the school rules.
- Engage with the Student Council in developing and sharing this policy.

Staff Are Expected To:

- Arrive on time for lessons and duties, adhering to 'Primacy' (see appendix 3).
- Reinforce clear expectations and promote positive behaviour.
- Deliver well-planned lessons that meet individual needs.
- Engage in 'SMILE' active supervision around the school (see appendix 1).
- Address inappropriate behaviour following school procedures.
- Teach students to manage emotions through the Zones of Regulation (see appendix 4) and P4C lessons.
- Encourage discussions about problems and concerns.
- Teach virtues and values through Character Education.

Parents and Guardians Are Expected To:

- Collaborate with staff to ensure good behaviour.
- Inform staff of any concerns.
- Respond promptly to concerns raised by staff.
- Ensure pupils are equipped and prepared for school.

By working together as a community, we can create a positive, supportive, and respectful environment where every child has the opportunity to thrive.

Behaviour system

Behaviour Categories

To ensure clarity and consistency, student behaviours are organised into six categories:

- 1. Punctuality and Attendance – managing lateness, absences, and timekeeping.
- 2. Following Routines – expectations for equipment, organisation, and adherence to school rules.
- 3. Disruptive Behaviour – actions that interrupt learning or the school environment.
- 4. Vandalism/Property Damage – damage to school property, resources, or the environment.
- 5. Verbal Aggression – inappropriate, abusive, or threatening language towards peers or staff.
- 6. Physical Aggression – physical harm or threats that endanger the safety of others.

Each category is divided into minor behaviours, which can usually be managed in class, and major behaviours, which require further intervention. This structure provides a clear framework for staff, students, and parents to understand expectations and consequences.

Minor and Major behaviour:

Behavioural incidents are categorised as either minor infractions or major infractions, depending on their severity and impact on others. Minor behaviour includes low-level disruptions or breaches of classroom expectations and is managed by the class teacher in accordance with the staged reflection procedures outlined above. In contrast, major behaviour involves serious or repeated incidents that require immediate intervention. These may include physical aggression, defiance, discriminatory language, or significant disruption to the school environment. Major incidents result in immediate consequences, which may include isolation under the supervision of the Team Leader or Senior Leadership Team (SLT), implementation of a Behaviour Report Card, or in more serious cases, suspension. All major incidents are logged and reviewed to ensure appropriate follow-up and support.

1	Punctuality and Attendance			
	Minor		Major	
	Occasional tardiness or infrequent absences that do not significantly impact the student's overall participation or learning but require attention to improve consistency.		Frequent lateness or repeated absences that significantly disrupt the student's learning and class cohesion, necessitating immediate and serious intervention to address the underlying causes.	
	L1	Late to School	L1	Truancing (On Site)
			L2	Repeatedly late for school
			L4	Truancing (Off Site)

Dealing with Severe Behaviour

A child will be sent immediately to SLT 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. The School reserves the right to require a child to be excluded temporarily or permanently when this is needed for the safety of other children and/or the maintenance of a learning environment.

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

Support Systems

- Quality First Teaching: Differentiated instruction to meet individual needs.
- Positive Behaviour Chart: Visual aids to support behaviour expectations.
- Sensory Interventions: Tools and strategies to support sensory needs.
- Behaviour Plan: Personalized plans for students requiring additional support.
- Behaviour Report Card: Monitored progress for students with ongoing behaviour concerns.
- Shadow Teacher Provision: Additional adult support in the classroom when necessary.

Behaviour levels and codes

Our behaviour framework is built around a graduated response system designed to support students in learning from mistakes, repairing relationships, and restoring positive routines. The four levels – Reset, Repair, Restore, and Reset Plus – provide clear, structured steps that escalate only when necessary.

- Reset allows teachers to address everyday low-level disruptions quickly and restore focus to learning.
- Repair provides students with time and guidance to take responsibility for their actions and make amends.
- Restore involves middle leadership and parents to break persistent behaviour patterns and set positive targets.
- Reset Plus is reserved for more serious behaviours where senior leadership intervention and deeper reflection are required before safe reintegration.

This structure ensures that behaviour is not only corrected but also used as an opportunity for growth, accountability, and relationship-building. It balances consistency across the school with restorative practices that help students re-engage positively with their learning community.

1

Reset – In-Class Reflection

- The teacher manages the behaviour within the classroom without parental contact unless necessary.
- Reset Time: A short reflection and restorative chat (2–5 minutes) to restore focus to learning.
- If disruption continues, a Buddy Reset may take place (short time in another classroom to regain calm).
- If patterns persist, incidents will be recorded on SIMS and move to the next stage.

2

Repair – Buddy Class Reflection

- A facilitated conversation takes place among the students involved (if more than one).
- The teacher conducts a Restorative Conversation (5–10 minutes) with the student(s) to repair relationships.
- Repair Time may include a learning catch-up (missed work completed at break/lunch) or a short responsibility task (tidying resources, helping in class).
- Parental contact is made via Dojo or phone, and the incident is logged on SIMS.

3

Restore – Team Leader Reflection

- The Team Leader facilitates a conversation among the students involved (if more than one).
- A Restore Meeting with the student and Team Leader follows, including a reflection sheet and discussion of triggers and next steps.
- A Responsibility Plan may be created (short-term targets or behaviour contract).
- Behaviour is recorded on SIMS.
- A Parent Meeting will take place with the class teacher and Team Leader to agree next steps.

4

Reset Plus – Senior Leadership Reflection

- Senior Leadership facilitates a restorative conversation with the student(s) and a structured reflection.
- Reset Plus may involve time out with SLT, a Safety Reflection workbook, or a guided re-entry plan before returning to class.
- A Parent Meeting will be held to review behaviours and set targets within a Behaviour Support Plan.
- Where appropriate, a Community Restoration Task may be given (e.g., mentoring younger pupils, supporting assemblies, or contributing positively to the school community).

Programmes

Restorative Practices

Restorative practices are central to our behaviour management approach. This involves helping students understand the impact of their behaviour, encouraging them to take responsibility, and providing opportunities to repair harm. Restorative conversations and circles are used to resolve conflicts, rebuild relationships, and foster a positive school culture.

Zones of Regulation

The Zones of Regulation framework helps students identify and manage their emotions through four colour-coded zones. It provides a common language for students and staff to discuss feelings and behaviours, promoting emotional regulation and problem-solving skills. The Zones of Regulation are integrated into daily classroom routines, helping students develop self-awareness and control.

Implementation

At our school, the Zones of Regulation and restorative practices are implemented through a well-structured approach that integrates these concepts into the daily lives of students and staff. All staff members receive thorough training to ensure they understand and can effectively use these tools to support student development. The Zones of Regulation are explicitly taught on a weekly basis in Term One, allowing students to consistently practice and refine their self-regulation skills. Parent workshops are also held to engage families in the process, providing them with the knowledge and strategies to reinforce these concepts at home. To further support this, visual displays are placed around the school, serving as constant reminders of the zones and the importance of restorative practices. This comprehensive approach ensures that students not only learn about regulation and restoration but also see these principles in action throughout their school environment.

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Appendix

Guidance Notes



Newton
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**AN INTERNATIONAL COMMUNITY OF LEARNERS STRIVING
FOR EXCELLENCE AND CELEBRATING SUCCESS**

Active Supervision with a SMILE

S – Scan

M – Move

I – Interact

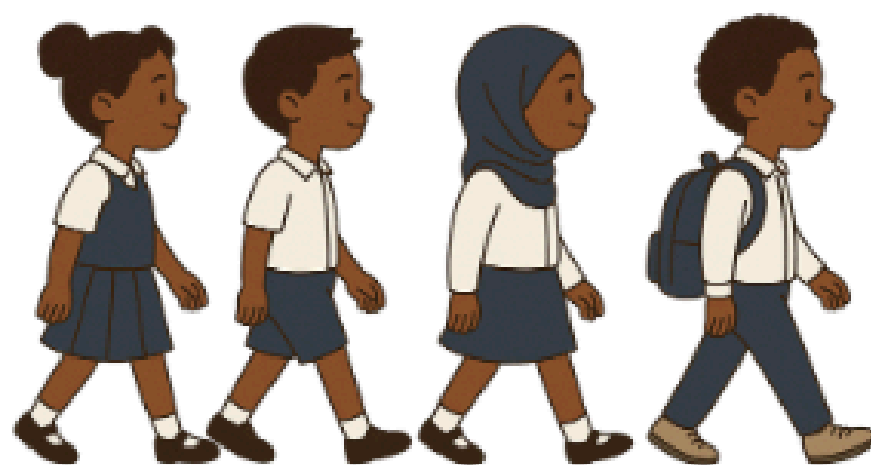
L – Learn

E – Encourage



**NEWTON INTERNATIONAL SCHOOL, D — RING,
CHILDREN ARE SAFE WHEN ALL STAFF SUPERVISE
WITH A SMILE!**

WOW WALKING



**SHOULDERS BACK
HEAD UP
WALKING
HOLDING DOORS
GIVING WAY
PLEASE AND THANK YOU
KEEP LEFT
SMILE AND GREET**



Newton
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FOR EXCELLENCE AND CELEBRATING SUCCESS**

Appendix

Guidance Notes

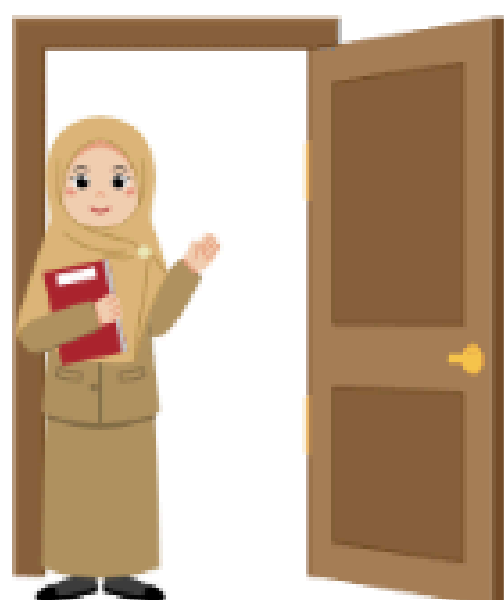


PRIMACY

BE THERE FIRST

BE SEEN

TAKE THE LEAD



Newton

International School D-Ring Road

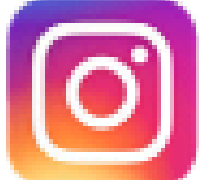
**AN INTERNATIONAL COMMUNITY OF LEARNERS STRIVING
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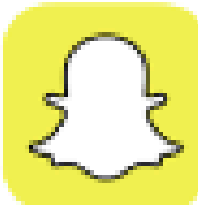
Appendix

Guidance Notes

Restorative Reflection sheet KS3		 Newton International School D-Ring Road	
Name:		Date:	
Teacher:		SIMS:	Yes / No

- What happened?


- What were you thinking at the time? What zone were you in?


- How did this make people feel? What zone were they in?


- What should we do to put it right?


- How can we do things differently in the future? Which tools could we use?



Restorative Reflection sheet KS2		 Newton International School D-Ring Road	
Name:		Date:	
Teacher:		SIMS:	Yes / No

- What happened?


- What were you thinking at the time? What zone were you in?


- How did this make people feel? What zone was the other person in?


- What should we do to put it right?


- How can we do things differently in the future? Which tools could we use?



Restorative Reflection sheet KS1		 Newton International School D-Ring Road	
Name:		Date:	
Teacher:		SIMS:	Yes / No

- What happened?


- What zone were you in?



☐ Red
 ☐ Green
 ☐ Yellow
 ☐ Blue
- What zone was the other person in?



☐ Red
 ☐ Green
 ☐ Yellow
 ☐ Blue
- What should we do to put it right?


- Which tools can we use next time?

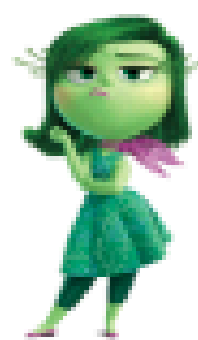


Restorative 5

- What happened?


- What were you thinking at the time? What zone were you in?


- How did this make people feel? What zone were they in?


- What should we do to put it right?


- How can we do things differently in the future? Which tools could we use?




Newton
International School D-Ring Road

Reviewed by:
Name:
Position:
Date:
Signed:

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