Newton International Academy

EYFS Behaviour Management Policy

An International Community of Learners, Striving for Excellence and Celebrating Success

Approved by: Senoir Management Team
Date Approved: September 2026
Next Review Date: September 2027
Review Cycle: Annual

NEWTON INTERNATIONAL ACADEMY | BARWA

1. Vision & Mission

Vision

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

Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, 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.

Newton Group Values

2. Aim & Rationale

Aim

This EYFS Behaviour Management Policy promotes a calm, nurturing, and inclusive learning environment in which every child feels emotionally and physically safe. It supports a consistent, developmentally appropriate approach to behaviour that reflects the school's ethos and values.

Rationale

At Newton International Academy Barwa we believe young children flourish in secure, stimulating settings where respectful relationships are modelled and reinforced. This policy guides staff to help children develop positive behaviours through praise, redirection, and emotional coaching, in line with the EYFS Statutory Framework and our whole-school vision of inclusion and excellence.

Behaviour is recognised as a form of communication. We therefore work with families and support teams to guide each child with empathy, consistency, and structure.

Key Principle

"If you consistently reward minimum standards, children will strive for minimum standards. If you reward children for going over and above, there is no limit to their excellent behaviour." — Paul Dix

3. Objectives

Ensure every member of the school community feels valued and respected (Belonging).

Promote positive learning through mutual respect and consideration for others (Build Character).

Inform the whole school community of our rules and values (Inform).

Manage behaviour positively, ensuring good behaviour is consistently recognised and rewarded (Positivity).

Encourage students to take pride in their behaviour and achievement (Pride).

Teach skills that promote responsible behaviour, self-discipline, and respect through restorative practice (Restorative Practice).

4. Values Framework

Our behaviour expectations draw on three interconnected sets of values:

Qatar National Values	NIA Core Values	British Values
Aseel	Social Responsibility	Rule of Law
Safe Surfing	Environmental Awarenes	Individual Liberty
Ikha'a	Honesty	Mutual Respect
Fitra	Support	Democracy
Your Wellbeing is a Trust	Respect	Tolerance of Different Faiths & Beliefs
	Respect	
	Transparent Communication	
	Empathy	
	Personal Accountability	
	Diversity	

5. Roles & Responsibilities

All staff play a crucial role in shaping and maintaining a positive school culture. Their example has a profound impact on students and they must model the high standards of behaviour expected across the school.

Staff are expected to:

- Meet and greet every student each morning, setting a positive tone for the day.
- Plan and deliver engaging, differentiated lessons that meet the diverse needs of all learners.
- Use a visible recognition system to celebrate positive behaviour and achievements.
- Maintain high expectations for achievement, attendance, and behaviour, addressing concerns promptly.
- Actively model and reinforce the values and behaviours expected within the school community.

- Be vigilant to signs of bullying, racism, or discrimination, intervening firmly and appropriately.
- Engage in private, constructive conversations with students when addressing behavioural concerns.
- Follow up all behaviour incidents and engage in restorative dialogue.
- Ensure all incidents are logged on the Behaviour Tracker and reports are completed promptly.
- Communicate with Team Leaders and the Senior Management Team (SMT) to ensure consistent responses.
- Supervise students at all times in line with SMT and Team Leader guidance (see Appendix 2).
- Promote and celebrate positive behaviour through displays and recognition boards.
- Never raise their voice; always treat pupils with respect regardless of their behaviour.

Role of Class Teachers & Teaching Assistants

Class teachers lead behaviour management within their classrooms, supported by teaching assistants who follow the same behaviour steps. Teaching Assistants must notify class teachers immediately if behaviour reaches a consequence stage (Step 4 or beyond). Both teachers and TAs record relevant concerns on the pastoral tracker.

Student Responsibilities

Students are expected to:

- Listen to adults and follow simple class and school rules.
- Treat peers fairly, kindly, and inclusively.
- Share resources and physical space considerately.
- Demonstrate the school's four B's in all aspects of school life.

- Students follow 4–5 chosen classroom expectations from the start of each year:
- Kind Hands and Feet
- Magic/Kind Words
- Listening Ears
- Walking Feet
- Sharing and Taking Turns

Parent & Guardian Responsibilities

Parents and guardians are essential partners in developing a positive school culture. They are expected to:

- Work in partnership with staff to support high standards of behaviour.
- Inform staff of any concerns regarding their child's behaviour, emotional well-being, or learning.
- Respond to school concerns constructively and engage in dialogue to support their child.
- Ensure their child arrives at school prepared, correctly equipped, and ready to learn.
- Reinforce the school's behaviour expectations and the importance of respect and responsibility at home.
- Ensure their child wears the correct school uniform (see Appendix 5).
- Celebrate their child's achievements and encourage positive participation in school life.

6. Recording Behaviour Concerns

Class teachers and teaching assistants must record all behaviour concerns on the pastoral tracker to ensure consistent monitoring and early identification of patterns. The pastoral tracker is a monitoring tool only and does not replace direct communication.

Any incident that is unclear, does not fall within the steps outlined in this policy, involves unsafe or repeated behaviour, or requires further guidance must be reported directly to the EYFS Coordinator and the Deputy Head of Pastoral by email. This ensures concerns are followed up promptly, support plans are implemented where needed, and staff receive appropriate guidance.

7. Reinforcing Positive Behaviour

Positive reinforcement is central to our approach. Consistency and inclusivity are paramount: all students are treated fairly and good behaviour is recognised and celebrated throughout every school day.

Strategies We Use

- Adult and peer modelling of positive behaviour
- Praise and rewards for positive behaviour
- Induction of new staff into our behaviour management policy
- Restorative Practice guidelines to support self-regulation and reflection
- Gradually reducing prompts as children develop independence
- Assemblies and specialised weeks focused on our Values & Virtues
- Story and song to reinforce positive choices
- Activities and games that encourage cooperation and teamwork
- Partnership with parents to address recurring concerns

Reward Systems

Good behaviour is recognised through:

- Verbal and written praise throughout the day
- Incentive stickers available to all
- Value of the Week' certificate at assembly
- Celebrating achievements through displays, assemblies, concerts, and the school newsletter
- Positive written feedback during lessons
- Traffic Light Achievement system — Golden Star status (see Appendix 2)
- Dojo points, Dojo shop, and Celebrating Success boards

Good behaviour is shared with parents via communication books, displays, conversations, and newsletters.

8. Behaviour Response Procedure (Step-by-Step)

Staff follow this graduated, restorative approach when a child is showing signs of distress or not meeting expectations:

Step 1: Gentle Reminder / Redirection	Use simple, positive language and visual prompts. Model the expected behaviour.
Step 2: Teaching Moment	Briefly explain the positive alternative ("We use kind hands," "We listen on the carpet").
Step 3: Providing Choices	Offer simple, structured choices ("Join the carpet or sit on the calm chair until you're ready").

Step 4: Immediate, Linked Consequence	Short thinking time, loss of turn, or completing a short task with an adult. Reflection sheet for F2; visual reflection prompts for F1.
Step 5: Restorative Conversation	Ask: What happened? How were you feeling? How did it affect others? What can you do next time?
Step 6: Escalation if Needed	If concerns persist, are repeated, or are unsafe, follow the Green / Yellow / Red Behaviour Card procedures (Appendix 7).

9. Managing Misbehaviour

Minor Behaviours (managed through the step-by-step process)

- Not sharing / snatching
- Shouting out
- Not listening
- Disrupting carpet time
- Mild pushing or unkind choices with no injury

Major Behaviours (requiring immediate adult intervention and documentation)

- Physical aggression causing pain or injury
- Unsafe behaviour (throwing objects, climbing unsafely, running away)
- Repeated unkind behaviour after support has been provided
- Significant emotional dysregulation impacting others

Important Reminder

Recurring minor behaviours or any major behaviours may result in a Green, Yellow, or Red Behaviour Card in line with Appendix 7. Staff must always ensure the child understands it is the behaviour — not the child — that is disapproved of.

10. A Restorative Approach

Our Philosophy
"Punishment doesn't better behaviour; restorative conversations do." — Paul Dix

At NIA EYFS Barwa, restorative practice combined with clear expectations and routines helps develop strong relationships and personal accountability. Restorative meetings and conversations aim to:

- Help students recognise the impact of their behaviour on others.
- Teach students what appropriate behaviour looks like.
- Equip students with strategies to make better choices in the future.
- Support emotional well-being by allowing students to express their thoughts and feelings in a structured setting.

Managing emotions process:

1. Discuss our emotions — how are we feeling? (Zones of Regulation — Appendix 3)
2. Discuss what happened for us to feel this way. (Reflection visuals — Appendix 4)
3. Come up with an action to remedy the feelings or situation with intention. (Appendix 4 & 6)

11. Roles & Responsibilities in Behaviour Management

Class Teacher (Steps 1–4)

- Implement Steps 1–4 of the Behaviour Response Procedure.
- Record repeated concerns on the pastoral tracker.
- Escalate to the Team Leader when a behaviour is repeated three times within a week, or when behaviour is unsafe, aggressive, or causes significant disruption.
- Begin a Behaviour Support Plan (BSP) when patterns of behaviour emerge.

Team Leader (Steps 5–6)

- Support the implementation and monitoring of the BSP.
- If behaviour persists: issue a Green Behaviour Card, send Behaviour Misconduct Letter 1, and begin a two-week monitoring cycle.
- Meet with parents after two weeks to review progress and adjust the BSP as needed.

EYFS Coordinator

- If behaviour continues following the two-week Green Card cycle: issue Misconduct Letter 2, move the child to a Yellow Behaviour Card, and hold a formal meeting with parents.
- Update the BSP in collaboration with the Team Leader and Class Teacher.

Deputy Head of Pastoral (DHOP)

- Become involved immediately if: aggression causes injury; a formal parental complaint is made; staff are unsure of next steps; or behaviour persists after a twoweek Yellow Card cycle.
- Issue a Red Behaviour Card when appropriate.
- Lead formal parent meetings and oversee the continued behaviour support process.

Head of Primary (HOP)

- If concerning behaviour persists following a two-week Red Card cycle: issue Behaviour Misconduct Letter 3 (final letter), conduct a formal parent meeting, and evaluate whether further support or alternative strategies are necessary.

12. Behaviour Support Plan

The Behaviour Support Plan (BSP — Appendix 9) is implemented by the class teacher after a student's second major incident. It provides structured support and guidance for behaviour improvement.

The BSP is collaboratively developed and shared among the teacher, team leader, deputy head of pastoral, and, where necessary, the school counsellor, ensuring a consistent and supportive approach. It is reviewed weekly by the teacher and team leader, with a full review after six weeks.

If a student demonstrates significant improvement during this period, they will be removed from the plan. This process ensures students receive necessary interventions while being supported in making positive behavioural choices.

13. Use of Behaviour Cards

Behaviour Cards support early intervention and consistent communication with families. Cards must be shared with parents daily and stored for pastoral monitoring.

GREEN CARD	Used when a child exhibits repeated minor behaviours despite classroom interventions. Two-week monitoring cycle with specific targets set.
YELLOW CARD	Used when behaviour does not improve following Green Card support, or when unsafe behaviour persists. EYFS Coordinator involvement required.
RED CARD	Issued for serious behaviours (deliberate harm, dangerous actions, repeated escalation). SMT involvement is required at this stage.

14. Loss of Privileges, Suspension & Exclusion

Certain misbehaviours may result in loss of privileges, including school trips, extracurricular activities, and leadership roles.

Internal Suspension

Supervised time out of class with the EYFS Coordinator or SMT, completing structured work and engaging in reflection, responsibility, and repair (R,R & R).

External Suspension

Time out of school to engage in R,R & R. Issued for serious breaches. Re-entry is conditional on a parental meeting.

Permanent Exclusion

Reserved for extreme cases where behaviour severely impacts the school community. This is always a last resort after all other interventions have been exhausted.

15. Use of Reasonable Force

At NIA, staff use de-escalation strategies wherever possible. However, reasonable force may be used to:

- Prevent a student from attacking another student or a staff member.
- Stop a physical altercation or restrain a student from self-harm.

Any use of reasonable force must be reported immediately to the DHOP and documented in line with school procedures.

16. Inclusive Behaviour Support

At NIA we recognise that some children may require adapted strategies to support their emotional and behavioural development. For children with Additional Educational Support Needs (AESN), English as an Additional Language (EAL), or developmental differences, behaviour will be understood in context and supported through targeted strategies developed in partnership with the inclusion teams.

Adapted support may include:

- Visual timetables and social stories
- Emotional regulation tools (Zones of Regulation)
- Sensory breaks and calm-down spaces
- Individualised Behaviour Support Plans
- Collaboration with the school counsellor and inclusion team

17. Safeguarding & Child Protection

Staff must be alert to behaviour that may indicate safeguarding concerns, including sudden changes in demeanour, aggression, withdrawal, or inappropriate language. Concerns must be recorded and passed to the Designated Safeguarding Lead (DSL) following the procedures set out in the Safeguarding and Child Protection Policy.

All EYFS staff receive regular safeguarding training in line with statutory guidance. If a child is a danger to themselves or others, they may be temporarily moved to another class to practise calming strategies. Parents will be contacted by the Team Leader and an incident report will be issued.

18. Parental Communication & Escalation

If a behaviour concern persists or escalates, teachers will document observations and meet with parents to discuss support strategies. Where necessary, the inclusion team or school counsellor will be involved.

If parents wish to raise a concern about how a behaviour matter has been handled, they may follow the school's Parent Concerns and Complaints Policy.
Good behaviour is proactively shared with parents through communication books, conversations, displays, and newsletters.

19. Measuring Impact

The impact of this policy is measured through:

- Behaviour data analysis: Regular review of pastoral records by the EYFS Coordinator, DHOP, and Team Leaders.
- Reduction in repeated incidents: Fewer behaviour report cards issued as students take ownership of their actions.
- Student voice surveys: Feedback on the effectiveness of restorative approaches and school-wide expectations.
- Parental engagement: Increased collaboration between home and school in addressing behaviour positively.
- Classroom observations: Consistency in behaviour management strategies across all learning environments.

Our Commitment

"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible, and highly visible." — Paul Dix

Appendices

The following appendices support this policy:

- Appendix 1 — NIA Barwa School Motto (The Four B's)
- Appendix 2 — Traffic Light System (5-Step Guidance)
- Appendix 3 — Zones of Regulation
- Appendix 4 — Reflection Visuals (F1 & F2)
- Appendix 5 — School Uniform Expectations
- Appendix 6 — F2 Written Reflection Sheet
- Appendix 7 — Behaviour Cards (Green, Yellow, Red)
- Appendix 8 — Behaviour Misconduct Letters 1–4
- Appendix 9 — Behaviour Support Plan Template

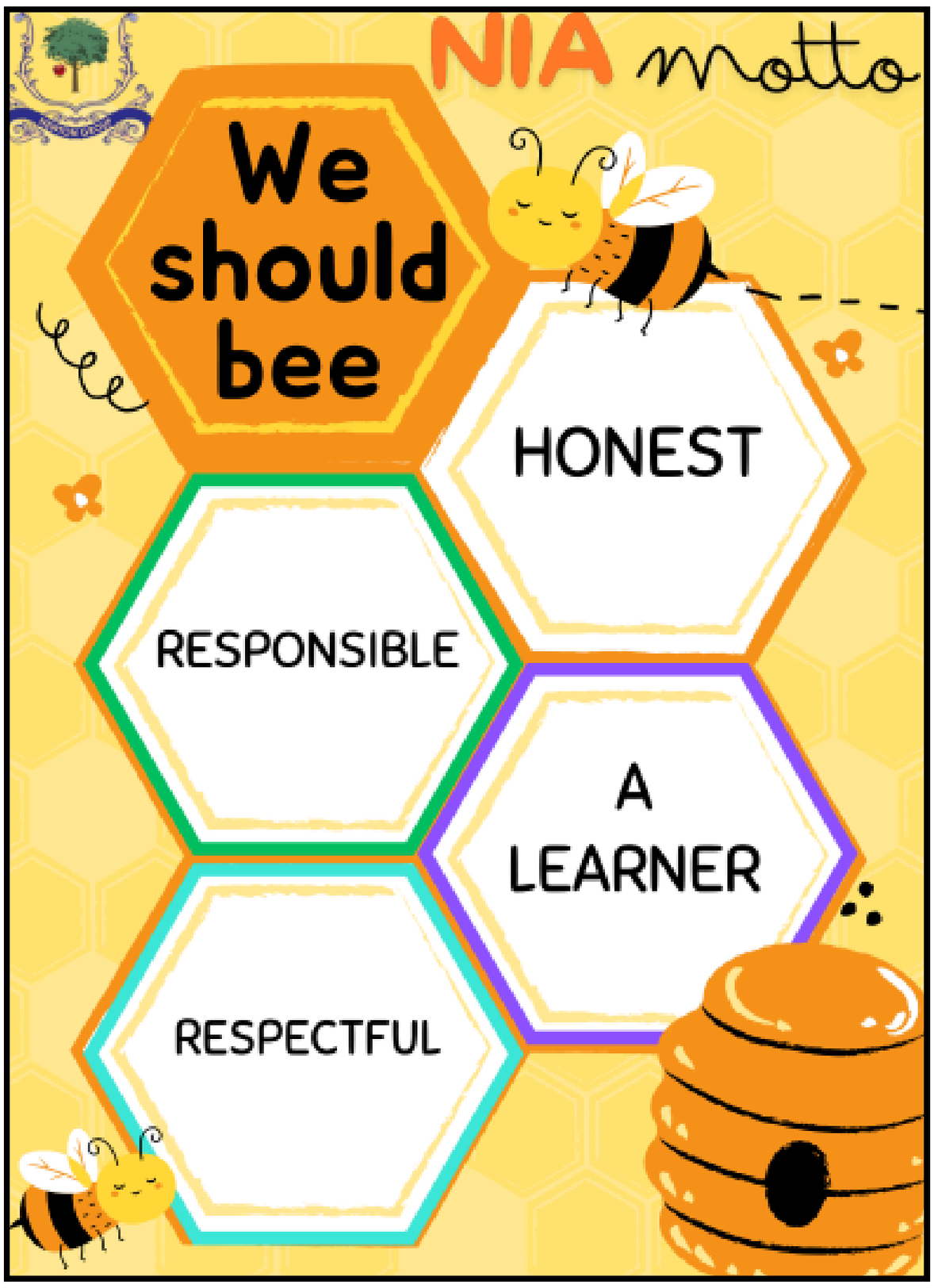
Appendix 1

NIA Barwa School Motto — The Four B's

Be Honest	We tell the truth, act with integrity, and take responsibility for our words and actions.
Be Responsible	We take ownership of our learning, our choices, and our impact on others and the environment.
Be Respectful	We treat everyone with kindness, listen carefully, and value differences in our diverse community.
Be a Learner	We embrace curiosity, persevere through challenges, and strive to grow every day.

How We Use the Motto

The Four B's are referenced in circle time, assemblies, restorative conversations, and on classroom displays. When addressing behaviour, staff connect choices back to which B is being practised or needs attention.



Appendix 2
Traffic Light System — 5-Step Guidance

All children begin each day on the Green zone. Movement through the system follows a consistent, transparent process. Staff use simple, positive language at every stage.

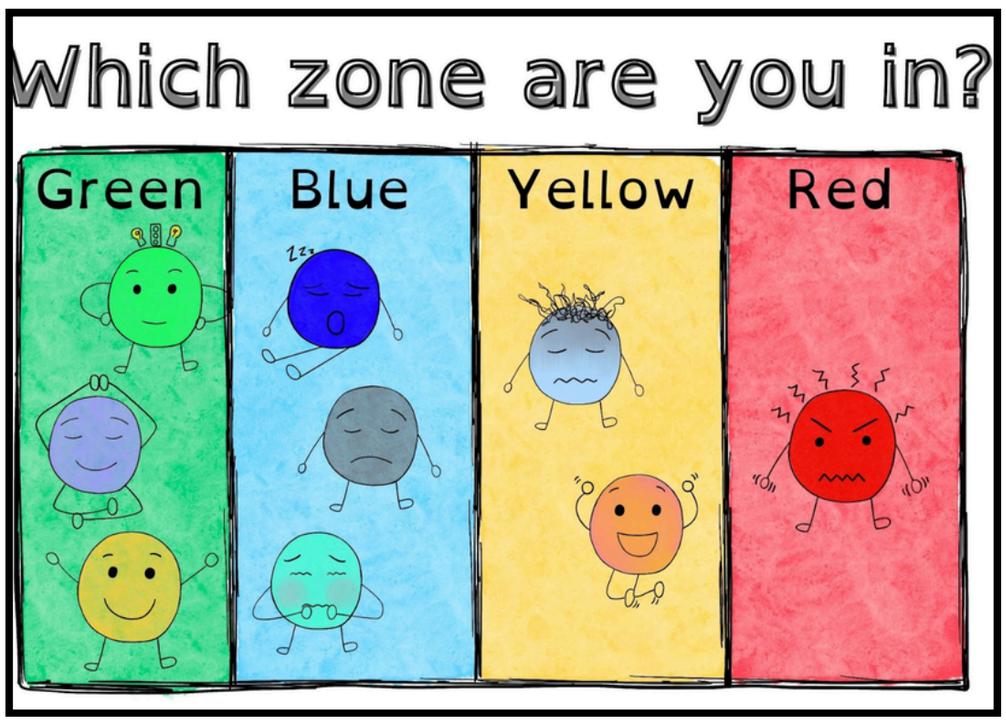
GOLDEN STAR	A child who continues to follow all rules and expectations is moved to the Golden Star. This shows we value those who consistently make the right choices. If they remain on Golden Star by the end of the day, they receive a sticker as recognition.
SILVER STAR	Children are moved up to the Silver Star when they are seen consistently following class rules and expectations. This is a stepping stone toward the Golden Star.
GREEN	All children's names begin here each morning. Staying on Green all day/week earns a pre-agreed reward (e.g. 2 stickers on Thursday). Green shows the child is ready to learn.
YELLOW / ORANGE	A child's name moves here following 2 warnings for the same unacceptable behaviour. The child is reminded that continued behaviour will result in moving to Red. The name returns to Green if behaviour improves — staff celebrate this publicly.
RED	If unacceptable behaviour continues, the child moves to Red and has thinking time. Staff use a visual picture chart to guide reflection: Why did this happen? What should I do instead? The child apologises and commits to improvement. If behaviour does not improve, time out in another room may follow, with notes in the pastoral tracker and parents informed.

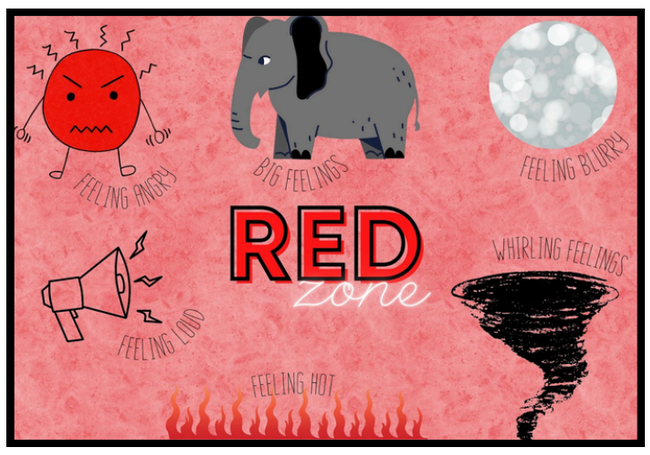
Appendix 3
Zones of Regulation

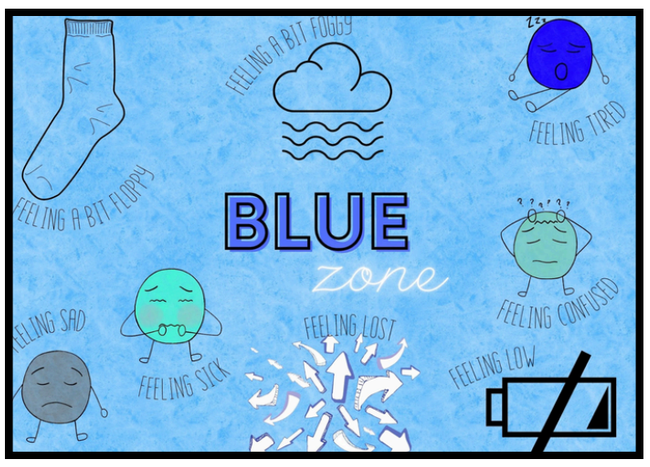
The Zones of Regulation is a framework used at NIA Barwa to help children identify and manage their emotions. Each colour zone represents a group of feelings or states of alertness. Children are taught to recognise which zone they are in and to use appropriate strategies to return to the Green Zone for learning.

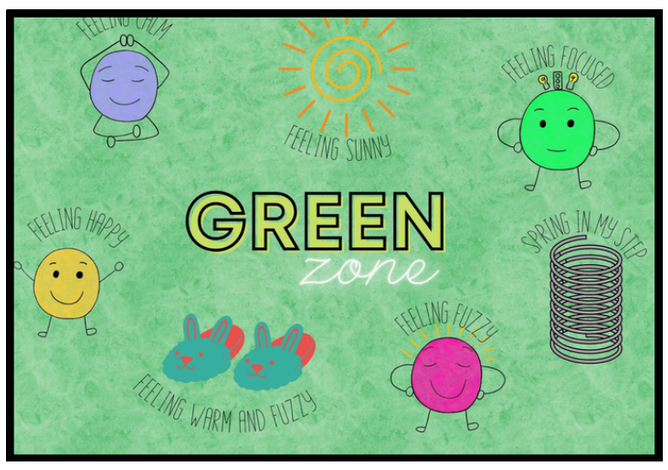
GREEN ZONE	**Feelings:** Happy, calm, focused, content, ready to learn **Strategies:** Deep breathing, gentle stretching, mindfulness, positive self-talk
BLUE ZONE	**Feelings:** Sad, tired, bored, sick, moving slowly **Strategies:** Movement break, listening to calming music, talking to a trusted adult, drink of water
YELLOW ZONE	**Feelings:** Worried, silly, excited, frustrated, wiggly **Strategies:** Counting to 10, squeezing a fidget toy, using the calm corner, walking with an adult
RED ZONE	**Feelings:** Angry, terrified, out of control, overwhelmed **Strategies:** Quiet space with adult support, sensory tools, deep breathing with adult, calming visuals

Staff prompt children with: “Which zone are you in right now?” and “What can we do to help you get to the Green Zone?” Zones of Regulation posters are displayed in every EYFS classroom and the calm corner.









Appendix 4

Reflection Visuals — F1 & F2

Reflection visuals are used as part of the restorative conversation process. They are age-appropriate tools that help young children identify what happened, how they felt, and what better choices look like.

F1 (Nursery/KG1) — Visual Reflection Prompts

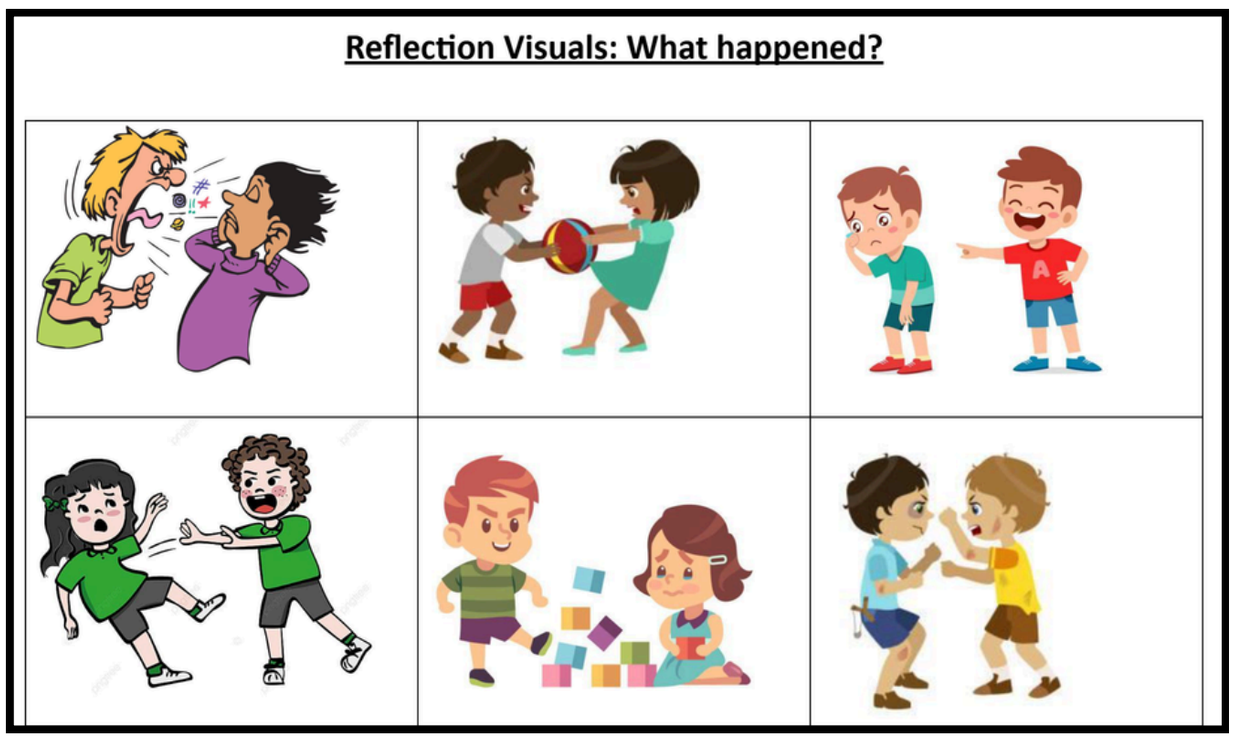
For F1 children, adults guide the conversation using simple picture cards and gestures. The adult asks:

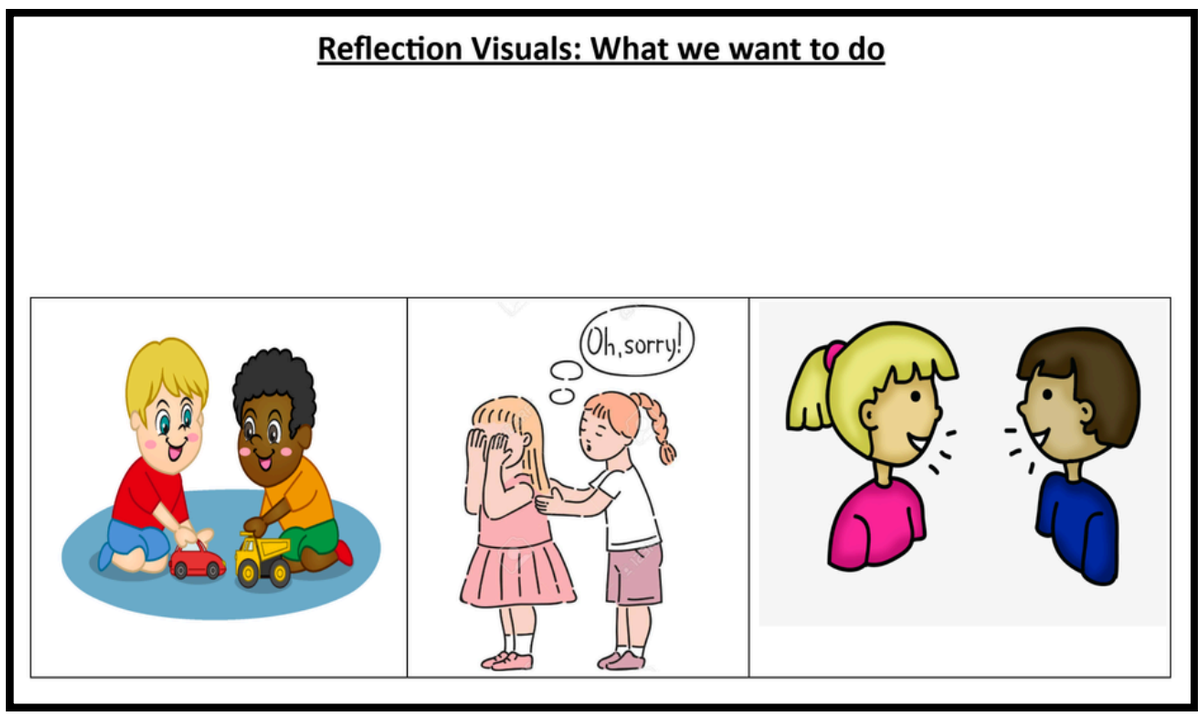
- What happened? (Show the ‘What happened?’ picture card)
- How did that make your friend feel? (Point to feelings faces)
- What could you do instead? (Show the ‘What we want to do’ card)

WHAT HAPPENED?	WHAT DO WE WANT TO DO?
👊 Hitting / pushing	🤝 Use kind hands — offer to help
🗣️ Shouting / name-calling	🗣️ Use kind words — say sorry
🧸 Snatching / not sharing	🎲 Take turns and share
😠 Excluding a friend	👨‍👩‍👧 Invite everyone to play
😢 Making someone cry	🤗 Give a friend a smile or a hug

F2 (Reception/KG2) — Written Reflection Sheet

F2 children may complete the written reflection sheet (Appendix 6) with adult support following a significant behaviour incident. The sheet uses simple language and visual prompts.





Appendix 5

School Uniform Expectations

Wearing the correct school uniform promotes a sense of belonging and equality within our school community. Parents and guardians are responsible for ensuring their child wears the correct uniform every day. Students not in correct uniform will not be permitted to participate in school trips or outings.

Foundation Stage (KG1–KG2) — Daily Wear (Mandatory)

Girls	Boys
Unisex Polo Shirt (White) KG Girls Pinafore (Tartan)	Unisex Polo Shirt (White) KG Boys Bermuda Shorts or Trousers (Tartan)

Foundation Stage — Sports Wear

- Mandatory: Unisex PE Polo Shirt (White)
- Optional: Unisex PE Track Pants (Navy) / Unisex PE Shorts (Navy)

Optional Accessories (All Students)

- Winter Jacket (Navy)
- Unisex Sweatshirt (Navy)
- School Bag (Red or Blue, with or without trolley)
- School Cap (Green) — sizes S, M, L
- School Shoes: White/Green, White/Red, or Black/Green

Important
All uniform items should be clearly labelled with the child's name. Queries about uniform should be directed to the school office or refer to the parent handbook and MoE guidance.

Appendix 6
F2 Written Reflection Sheet

To be completed with adult support following a significant behaviour incident in F2 (Reception / KG2). Use simple, positive language. Focus on the behaviour, not the child.

Child's Name	
Class & Teacher	
Date	

1. What happened?
Tell me what happened in your own words.

2. How were you feeling?
Circle or draw your feeling: Happy / Sad / Angry / Worried / Excited

3. How do you think your friend felt?
How did your choice make someone else feel?

4. What could you do differently next time?
What is a better choice you could make?

5. What will you do to make things better?
Say sorry? Help tidy up? Give a smile? Something else?

Child Signature / Mark:	**Teacher Signature:**

Appendix 7
EYFS Green Behaviour Chart

The Green Behaviour Chart is used to monitor and support a child's behaviour over a weekly cycle. Tick 2–3 focus behaviours only. Share with parents daily and store for pastoral monitoring.

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EYFS – Green Behaviour Chart

Child's Name:	Class: Teacher:	Week Beginning:

Target Behaviours (simplified for EYFS) Tick 2–3 focus areas maximum.		
☐ Following class routines ☐ Using kind hands and feet ☐ Using kind words	☐ Playing safely with others ☐ Listening to the teacher during carpet time ☐ Sharing and taking turns	☐ Managing emotions and asking for help ☐ Walking safely indoors ☐ Finishing tasks / staying on task

Daily Reward System
Use simple visuals (happy face, straight face, sad face)

Day	Morning	Afternoon	Teacher Comment (simple language)
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			

Success Criteria (EYFS-friendly) The child will show the target behaviour:	
• **With adult modelling** • **With reminders** • **Independently**	☐ Achieved this week ☐ Working towards ☐ Not yet

Teacher Notes (Simple, positive language only)

Parent Comment / Signature

Appendix 7
EYFS Yellow Behaviour Chart

The Yellow Behaviour Chart is used to monitor and support a child's behaviour over a weekly cycle. Tick 2–3 focus behaviours only. Share with parents daily and store for pastoral monitoring.

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EYFS – Green Behaviour Chart

Child's Name:	Class: Teacher:	Week Beginning:

Target Behaviours (simplified for EYFS) Tick 2–3 focus areas maximum.		
☐ Following class routines ☐ Using kind hands and feet ☐ Using kind words	☐ Playing safely with others ☐ Listening to the teacher during carpet time ☐ Sharing and taking turns	☐ Managing emotions and asking for help ☐ Walking safely indoors ☐ Finishing tasks / staying on task

Daily Reward System *Use simple visuals (happy face, straight face, sad face)*			
Day	**Morning**	**Afternoon**	**Teacher Comment (simple language)**
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			

Success Criteria (EYFS-friendly) The child will show the target behaviour:	
• **With adult modelling** • **With reminders** • **Independently**	☐ Achieved this week ☐ Working towards ☐ Not yet

Teacher Notes (Simple, positive language only)

Parent Comment / Signature

Appendix 7
EYFS Red Behaviour Chart

The Red Behaviour Chart is used to monitor and support a child's behaviour over a weekly cycle. Tick 2–3 focus behaviours only. Share with parents daily and store for pastoral monitoring.

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EYFS – Green Behaviour Chart

Child's Name:	Class: Teacher:	Week Beginning:

Target Behaviours (simplified for EYFS) Tick 2–3 focus areas maximum.		
☐ Following class routines ☐ Using kind hands and feet ☐ Using kind words	☐ Playing safely with others ☐ Listening to the teacher during carpet time ☐ Sharing and taking turns	☐ Managing emotions and asking for help ☐ Walking safely indoors ☐ Finishing tasks / staying on task

Daily Reward System
Use simple visuals (happy face, straight face, sad face)

Day	Morning	Afternoon	Teacher Comment (simple language)
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			

Success Criteria (EYFS-friendly) The child will show the target behaviour:	
• **With adult modelling** • **With reminders** • **Independently**	☐ Achieved this week ☐ Working towards ☐ Not yet

Teacher Notes (Simple, positive language only)

Parent Comment / Signature

Appendix 8
Behaviour Misconduct Letter 1 — Green Behaviour Card

Dear [Parent/Guardian's Name],

I am writing to inform you that due to recent concerns regarding [Student's Name]'s behaviour, we will be implementing a Behaviour Support Card to help guide and support positive conduct at school. [Student's Name] will be placed on a Green Behaviour Card for the next two weeks. During this period, specific targets will be set to encourage improvement and accountability. These targets will be monitored and reviewed regularly to ensure progress.

Incident Summary:

[Insert incident details here]

Please note that, in cases of non-compliance with the behaviour report card targets, the school follows an escalated procedure to ensure that the necessary support and interventions are in place. We appreciate your partnership in reinforcing these expectations at home.

We appreciate your continued partnership in supporting [Student's Name]. Please do not hesitate to contact us if you have any questions or concerns.

Yours sincerely,

Staff Name & Role:	**Staff Name & Role:**

Appendix 8
Behaviour Misconduct Letter 2 — Yellow Behaviour Card

Dear [Parent/Guardian's Name],

I am writing to update you regarding [Student's Name] and their ongoing challenges in meeting the behaviour targets set in their behaviour support plan. Despite our efforts and the support provided, [Student's Name] has continued to struggle with meeting the expected behaviour targets. As part of the school's escalation procedure, we are now implementing a Yellow Behaviour Report Card and will be holding further meetings to review the current interventions in place and explore additional support options.

Incident Summary:

[Insert incident details here]

We appreciate your continued partnership in supporting [Student's Name]. Please do not hesitate to contact us if you have any questions or concerns.

Yours sincerely,

Staff Name & Role:	**Date:**

Appendix 8

Behaviour Misconduct Letter 3 — Red Behaviour Card

Dear [Parent/Guardian's Name],

I am writing to inform you of our continued concerns regarding [Student's Name]'s behaviour at school. Despite multiple interventions and ongoing support, [Student's Name] has not shown the necessary improvements. As part of our next steps, [Student's Name] will begin a Red Behaviour Report Card and sign a Student Behaviour Contract.

Incident Summary:

[Insert incident details here]

If the behaviour targets are not met, the school will need to reconsider [Student's Name]'s place for the next academic year. We remain committed to working in partnership with you to support a positive outcome.

We appreciate your continued partnership in supporting [Student's Name]. Please do not hesitate to contact us if you have any questions or concerns.

Yours sincerely,

Staff Name & Role:	Date:

Appendix 8

Behaviour Misconduct Letter 4 — Final Notice

Dear [Parent/Guardian's Name],

I am writing to address the ongoing concerns surrounding [Student's Name]'s behaviour and to inform you of the potential consequences of continued non-compliance. As you are aware, we have put several interventions in place to support [Student's Name], but unfortunately we have not seen the necessary progress. As a result, the school may need to reconsider [Student's Name]'s place for the upcoming academic year if there is no significant improvement.

Incident Summary:

[Insert incident details here]

[Student's Name] will continue with a Red Behaviour Report Card. Please understand that we take this action in the best interest of all students, and we strongly encourage you to work with us through this challenging period. We are hopeful for a positive resolution and thank you for your attention to this matter.

We appreciate your continued partnership in supporting [Student's Name]. Please do not hesitate to contact us if you have any questions or concerns.

Yours sincerely,

Staff Name & Role:	Date:

Appendix 9
Behaviour Support Plan — EYFS

Implemented by the class teacher after a student's second major incident. Reviewed weekly. Full review after 6 weeks. Shared among teacher, team leader, DHOP, and school counsellor as needed.

Name:	**Date:**
Class / Teacher:	**Review Date:**

1. Summary of Concern	2. Strengths	3. Triggers	4. Target Behaviour (1–2)
[Short observational notes]	☐ Friendly ☐ Enjoys playing ☐ Responds to praise ☐ Shows curiosity ☐ Other: _____	☐ Change in routine ☐ Waiting / turn-taking ☐ Noisy environment ☐ Tiredness / hunger ☐ Peer conflict ☐ Other: _____	*Phrase positively, e.g. "We are helping [name] to use gentle hands."*

Environmental Adjustments	Adult Support Strategies	Calming Strategies
• Clear visual timetable • Calm corner available • Reduced waiting time • Small-group transitions	• First-then language • Model expected behaviour • Emotion coaching • Offering structured choices	• Quiet calm space • Sensory tools (fidget, sand timer) • Deep breathing with adult • Stickers / specific praise

Week	What Went Well	What Still Needs Support	Teacher Initials
1			
2			
3			
4			
5			
6			

Parent Name: Signature: _____ Date: _____	**School Representative:** Signature: _____ Date: _____