



Behaviour Management Policy

Newton International School D Ring

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

Policy Title	Behaviour Management							
Policy Number								
Policy Owner	Deputy Head Pastoral							
Policy Agreed on	July 2013							
Policy reviewed on	October 2021							
Policy to be reviewed on	October 2022							
Statutory	Yes	No	Website	Yes	No	Google	Yes	No

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 (see appendix one). Our values also shape how we manage behaviour in our school. Each month we focus on a new value and learn and reflect on these in our assemblies and lessons. Value passports celebrate each child's learning of the values (see appendix two). Children work throughout the year to achieve all of the targets in our Passport to Learning. To become a D-Ring 'Gem' children will "go the extra mile" and achieve these consistently.

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 - whole body listening - see appendix eight.
 - Follow the school rules
-
- 'Wow walking' - see appendix three.

Expectations with regards to staff:

Staff will be expected to:

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

- 'SMILE' playground provision - see appendix five.

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:

- **Celebrating Success** – between classes or in achievement assembly. Displays in year groups and whole school to celebrate excellent academic achievement.
- **House Points** – House points are given to children based on a display of positive behaviour. The children are grouped into their houses and the points are accumulated on the class display and how many points each house attains is recorded on the house point spreadsheet every Wednesday.
- **Star of the Week** – awarded to individual pupils by their class teacher, or in the case of KS3 – subject teachers in different subject areas.
- **Behaviour star of the week** - awarded to individuals who show a great improvement or exemplary behaviour that week.
- **Attendance award** - awarded to the class that has the best attendance per year group.
- **Pobble award** - awarded to a select number of children per class who have had their work published on Pobble that week.
- **Prize-giving** – prizes are awarded annually to pupils for outstanding effort and achievement, success in examinations, sporting endeavours and for services to the school.
- Children are identified from behaviour tracking and interventions are put into place such as social skills workshops with class teacher or SMT.
- The school adapts a community ethos in positive behaviour management, using PSHE and P4C lessons to encourage children to discuss their problems and concerns.
- The school council plays a lead role in developing the peer support policy and sharing that with the other children.
- **KS3 Reward Sheet** - Name written on the reward sheet for exhibiting a positive approach to work and showing the correct behaviour. A reward will be given by the subject teacher.

Sanctions as a choice

Sanctions are given as a choice at every stage and are linked to the breaking of school rules. 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.

Restorative behaviour steps are used across KS1/KS2 and KS3 to help children reflect on their actions and consider what they could do next time - see appendix six. Clear structures are in place for children continuing to make the wrong choices, moving to buddy classes through the process to Team Leaders and SMT if behaviour persists. The expectations of this new approach to dealing with behaviour is a positive way in which we as a school can address self-discipline in students in our school - see appendix seven.

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 parents informed

KS1 & 2:

- A clear choice given to the individual, group or whole class.
- Reflection area in the classroom to fill in the restorative five sheet.
- Sent to a buddy class in the year group for 10 minutes/remainder of playtime ‘time out’ with restorative five sheet.
- Sent to Team Leader – with reflection sheets.
- Sent to SMT accompanied by class teacher and reflection sheets.
- KS2 – Break-time detention may be used.
- Green, amber and red report cards for consistent offenders.

KS3:

- A clear choice given to the individual, group or whole class
- Name written on C1 to C3. C1 for the first behaviour incident progressing to C3 for continuous behaviour incidents.
- After the lesson the C1-C3 sheets will be rubbed off to give the student a fresh chance.
- Reflection area in the classroom to fill in a restorative five sheet.
- Sent to a buddy class in the year group for 10 minutes/remainder of playtime ‘time out’ with a restorative five sheet.
- Sent to Team Leader – with restorative five sheets.
- Sent to SMT accompanied by class teacher and restorative five sheets.
- Sent to the Principal – parents asked to come in to meet with Team – report card set up.

All incidents where a child goes to the reflection area or anything that is escalated beyond that must be recorded informally on pastoral notes and formally on SIMS.

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. 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 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:

- Shadow teacher provision
- Positive behaviour chart

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 and a note must be added on SIMS. 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 a teacher or class in the nominated buddy class at the time, send the pupil to the nearest available class and the teacher must a note in SIMS.

In the absence of the 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.

This policy will be reviewed on an annual basis.

Appendix 1:



D-Ring Passport to Learning

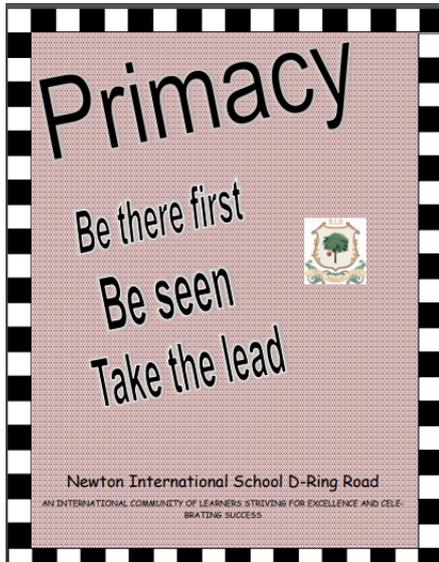


NEWTON INTERNATIONAL SCHOOL

A D-Ring GEM

- ★ Always comes to school.
- ★ Is always smart and ready to learn.
- ★ Knows and achieves their targets.
- ★ Is a good friend.
- ★ Goes the extra mile!

Appendix 4:



Appendix 5:

Newton International School D-Ring Road
 AN INTERNATIONAL COMMUNITY OF LEARNERS STRIVING FOR EXCELLENCE AND CELEBRATING SUCCESS

Active Supervision with a Smile

Calm voice
Positive comments



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!

Appendix 6:

Restorative 5

1. What happened?

2. What were you thinking at the time?
What Zone were you in?

3. How did this make people feel?
What Zone were they in?

4. What should we do to put it right?

5. How can we do things differently in the future?
Which tool could we use?


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Name: _____ Date: _____

1. What happened?

2. What were you thinking at the time?

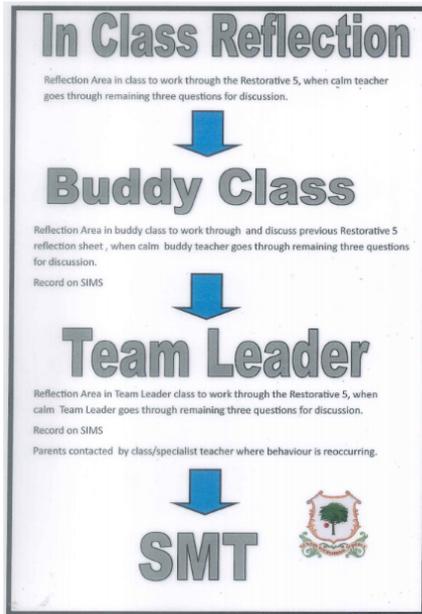
3. How did this make people feel?

4. What should we do to put it right?

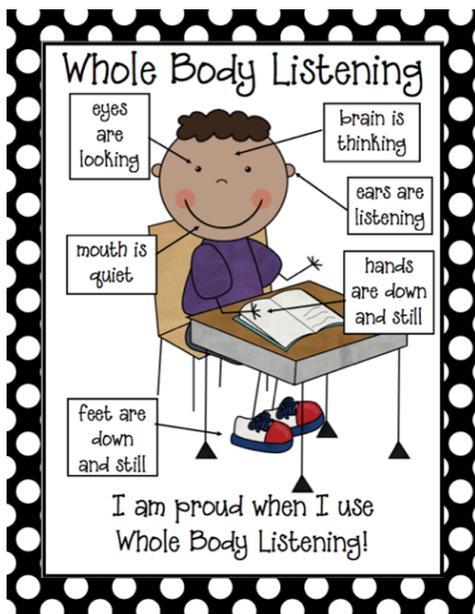
5. How can we do things differently in the future?


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Appendix 7:



Appendix 8:



Appendix 9:

Zones of Regulation

Children will identify which zone they are in at particular times of the day. This will allow teachers to have a good understanding of how the children/child is feeling at a moment and time. The children will have tools identified to use in each zone to help them

move from one to the other if it is needed. This will help children self-regulate their emotions. Behaviour is a by-product of how zones are managed.



BLUE ZONE
Low State of Alertness

- Bored
- Tired
- Sad
- Disappointed
- Sick
- Depressed
- Shy



GREEN ZONE
Ideal State of Alertness

- Happy
- Positive
- Thankful
- Proud
- Calm
- Content
- Ready to Learn



YELLOW ZONE
Heightened State of Alertness

- Excited
- Silly
- Annoyed
- Worried
- Embarrassed
- Confused
- Nervous



RED ZONE
Extremely Heightened
State of Alertness

- Upset
- Angry
- Aggressive
- Mad
- Elated
- Terrified
- Out of Control

Appendix 10: KS3 Reward Chart



Appendix 11: KS3 Consequence Sheet

 <p>C1</p>	 <p>C2</p>
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 <p>C3</p>	
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