



Newton

International School D-Ring Road

An International Community striving for excellence and celebrating success

Behaviour Management Policy

2022 - 2023

**Deputy
Head of
Pastoral**

Working in
collaboration with
Senior
Management
Team

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Intent

for positive behaviour management through restorative practice

The intent of this policy is to ensure clear understanding of the expectations of behaviour management at Newton International School D Ring.



Positivity

To manage behaviour positively and ensure good behaviour is rewarded.



Belonging

To ensure that every member of the school community feels valued and respected.



Inform

To inform the whole school community of the school rules and our values.



Nurture

Promoting good behaviour for learning based on mutual respect and consideration for others themselves and the curriculum.



Pride

To encourage students to take pride in their behaviour and achievement.



Restorative practice

To teach skills that promote responsible behaviour, self-discipline and respect through restorative practice.

Implementation

responsibilities for expectations

Students



Pupils are expected to:

- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- 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
- Show 'Wow walking' when moving around the school (see appendix 2)
- Follow the school rules
- Speak to the student council who plays a lead role in developing this policy and sharing it with children

Staff



Staff are expected to:

- Endeavour to arrive on time to their lessons and duties abiding by 'Primacy' (see appendix 3)
- Reinforce clear expectations and promote positive behaviour in the classroom
- Deliver a suitably planned and structured lesson which meets all individual needs
- Engage in 'SMILE' active supervision around school and on the playground (see appendix 1)
- Deal with incidents of inappropriate behaviour by following the school's procedures
- Teach students how to manage emotions through the Zones of Regulation/PSHE (see appendix 4) and P4C lessons and encourage children to discuss their problems and concerns.

Parents



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

Rewards



We have the following rewards that are used across the whole school:

- Celebrating Success – between classes, displays or in achievement assembly
- House Points – House points are given to children based on a display of positive behaviour. The points each house attains is recorded on the house point spreadsheet every week; the winning house, each half term, has a celebration day
- 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/Value award - awarded for showing our school values
- Attendance award - awarded to the class with the best attendance
- Pobble Certificate - for excellent writing published on Pobble
- Prize-giving – prizes are awarded annually to pupils for outstanding effort and achievement, success in examinations, sporting endeavours and for services to the school

Implementation

responsibilities for action

Misbehaviour



Immediate action:

- Students are given 'time out' to reflect on misbehaviour in a quiet space (each class has an area called a regulation station where students can regulate their emotions before recounting what happened to an adult or peer)
- Following reflection, restorative behaviour steps (see appendix 5) are used across KS1/KS2 and KS3 to help children reflect on their actions and consider what they could do next time - this helps the child realise that they are the ones responsible for their behaviour and its consequences

Sequence of action for continued misbehaviour (Primary Y1-6):

STEPS

4

Reflection with a member of S.M.T.

- Senior Management follow this up with a restorative conversation with the student(s) involved individually
- Senior Management facilitate a conversation among the students involved together (unless only one student is involved)
- Senior Management will also make parental contact on Dojo/over the phone to arrange a formal meeting in school to work forward and put a 'BEHAVIOUR REPORT CARD' in place and record the incident on SIMS

3

Reflection in the Team Leader Class

- The Team Leader follows this up with a restorative conversation with the student(s) involved individually
- The teacher or Team Leader facilitates a conversation among the students involved together (unless only one student is involved)
- The teacher/Team Leader will also make parental contact on Dojo/over the phone to arrange a formal meeting in school to work forward and put a 'BEHAVIOUR PLAN' in place and record the incident on SIMS

2

Reflection in the Buddy Class

- The teacher follows this up with a restorative conversation with the student(s) involved individually
- The teacher facilitates a conversation among the students involved together (unless only one student is involved)
- The teacher will also make parental contact on Dojo/over the phone and record the incident on SIMS

1

A warning followed by in class reflection

- The teacher follows this up with a restorative conversation with the student(s) involved individually
- The teacher facilitates a conversation among the students involved together (unless only one student is involved)
- The teacher will manage this without intervention or parental contact

Implementation

responsibilities for action KS3

Consequences - Behaviour points

C1

Low level disruption (disrespectful attitude, not following instructions, not completing tasks when asked, disruptive behaviour, whistling, clapping etc.)

Name recorded on C1 sheet.

Consequence - Recorded on SIMS with reason why

C2

Persists with disruption

Name added onto C2 sheet.

Consequence - recorded on SIMS

Break time detention

C3

Name on SIMS with reason why

Phone call home

Buddy Class / Team Leader

15 minute detention afterschool with the subject teacher.

Report cards

If there are persistent behaviour issues with a pupil in your class, inform form tutor.

Form Tutor to put on a Green behaviour report card. Form Tutor to inform Team Leader and liaise if any further issues. Form tutor to inform parents of this.

If behaviour persists, form tutor to ask Team Leader to put the pupil on the Orange Report Card. Meeting with parents with both Team Leader and form tutor (or subject teacher if required).

If sufficient progress is not made, Team Leader refers to KS3 Coordinator. Red report card and necessary meetings will be conducted by KS3 Coordinator.

** Immediate red report: bullying, physical fighting, racism

** Students may escalate depending on circumstances.

Implementation

responsibilities for action KS3

Isolation Room

Isolation room will be used for students who:

1

ARE PHYSICALLY VIOLENT

This includes kicking, punching or violently pushing someone or after needing to be restrained

2

CONTINUOUS DISRUPTION

(e.g. having to be sent to a buddy class twice in the one day)

3

INAPPROPRIATE BEHAVIOUR

behaviour that causes others to feel unsafe
Any safeguarding concerns (contact Safeguarding lead)

Teaching staff will be put on a timetable for isolation cover so every period there will be someone 'on-call' to help support. Children will also be escorted to the toilet during this time.

Before returning to class after isolation the student will have a restorative/reflective discussion with the head of year or KS3 Coordinator and any other parties involved. Daily check ins/weekly review will be conducted moving forward to help support the pupil in their growth process.

Implementation

expectations from staff for dealing with severe misbehaviour

Violence



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 school will be dealt with by a member of management and parents will be informed
- From Year 1 upwards, the child will automatically be sent out of the classroom to SMT for isolation for the duration of that session at least depending on the severity of the incident
- If the behaviour is frequent or severe, a different sanction may be appropriate.
- For some children a behaviour plan may be needed to help the child to learn to manage their behaviour.

Dealing with severe misbehaviour



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.

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

Support



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

- Quality first teaching
- Positive behaviour chart
- Sensory interventions
- Behaviour plan
- Behaviour report card
- Shadow teacher provision

Appendix

Appendix 1 - 'SMILE' guide for active supervision



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

Active Supervision with a Smile

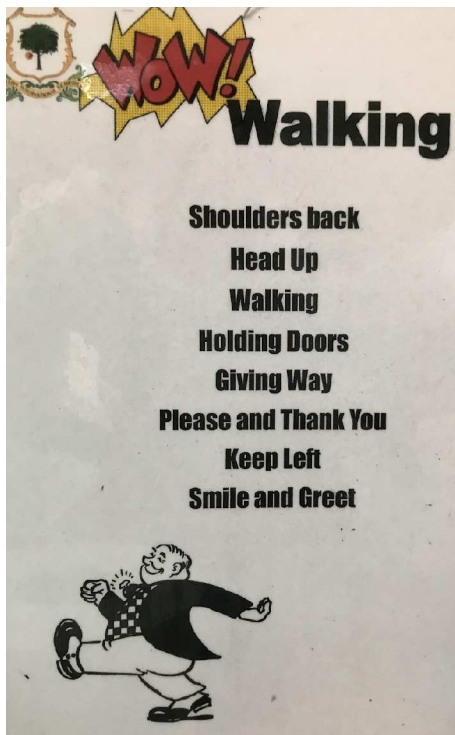
Calm voice
Positive comments

- 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!

The poster features a cartoon illustration of a smiling female staff member with blonde hair, wearing a blue skirt and a light blue top. A speech bubble next to her contains the text 'Calm voice' and 'Positive comments'. Below the list of actions is a small school crest.

Appendix 2 - 'WoW Walking' guide



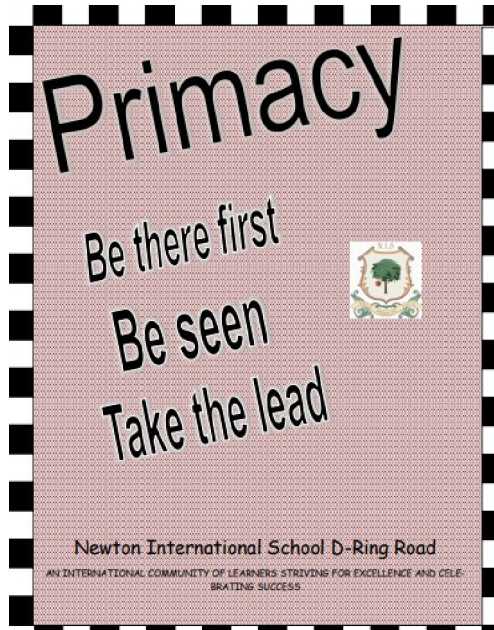
Wow! Walking

- Shoulders back
- Head Up
- Walking
- Holding Doors
- Giving Way
- Please and Thank You
- Keep Left
- Smile and Greet

The poster includes a cartoon illustration of a man in a suit and tie, walking briskly with a confident stride.

Appendix

Appendix 3 - Primacy - Guide for professional conduct



Appendix 4 - The Zones of Regulation

What zone am I in?




Use tools to get in the green zone.





Appendix

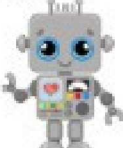
Appendix 5- Restorative 5 - Guide for Restorative practice


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?



 **Newton**
International School (D-Bing Road)


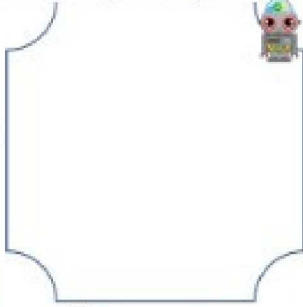
Name: _____ Date: _____


 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? 


 **Newton**
International School (D-Bing Road)

Impact

of positive behaviour management through restorative practice

How does the Behaviour Management Policy impact student conduct in our school?

Our objectives

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. Each month we focus on a new value and learn and reflect on these in our assemblies and lessons. We celebrate each child's learning of the values and reward students with house points for positive behaviour and exhibiting our values. Children work throughout the year to achieve excellence in all of our values and achieve these consistently. The success of our students is celebrated at the annual prize giving ceremony. The two core aims of our behaviour management approach are to be positive and restorative. Instead of focusing on traditional disciplinary actions and punishments, our positive and restorative practices help to motivate students, resolve any conflict, repair harm that is done to individuals or the school community, and repair relationships.

Impact for children

Students will have more opportunities to figure out how to be in appropriate relationships and to manage diversity; this has important implications for how students get along and will play a role in reducing bullying behaviours. Our restorative approach gives students better skills and knowledge for problem solving. An equitable and positive school culture will be developed and our restorative practices will focus on strengthening relationships and connections between individuals, both youth and adults, in a school community. By empowering students to resolve conflicts on their own and in small groups students will be brought together in peer-mediated small groups to talk, ask questions, and air their grievances. Complimentary to our restorative practice for behaviour management, our personal, social, health and emotional enrichment through teaching the Zones of Regulation will develop less hostility, less aggressive behaviors, and less aggressive problem- solving strategies, as well as an increase in positive social and emotional control and an increase in academic achievement.

Impact for staff

There are many activities that can be incorporated into classroom routines to promote self-regulation. The Zones of Regulation provides a common language and compassionate framework for teachers to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional and behavioral. Teachers restorative approaches will improve school climate outcomes such as an increased levels of student connectedness, improved relationships between students and teachers, and improved perceptions of school climate. A restorative school culture will increase attendance, reduce exclusions and improve achievement; it can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.