NEWTON COLLEGE

PART OF ISP SCHOOLS

Behaviour Policy
Early Years and Primary

2021-2022

Reviewed by: Sarah Moran

Next update: August 2022

Our philosophy for Teaching and Learning:

As a school community we are all learners, adults and children alike. We aim to foster in our learners, a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities. As learners we thrive best in a warm and secure environment where we are accepted and valued while developing the attitudes and dispositions to be happy, caring and creative learners for life.
We want the children in our school to develop the skills that will help them to achieve and become successful, independent and lifelong learners. We can achieve this aim when we work as a team; children, parents and staff, to create the best conditions and environment for learning.

The aim of our behaviour policy:

- We believe that good behaviour has a positive effect on progress and learning
- We believe that children who are treated with respect will in turn learn how to treat others respectfully
- We believe that we all have a responsibility to help children achieve a high level of positive behaviour and that best results come from working together with regular communication between home and school.

It is essential that there is consistency in dealing with behaviour throughout the Foundation Stage and that this links with the methods used in the rest of the school.

Our Aims:

- To promote a caring environment where students and adults support each other.
- To ensure the safety and well-being of all members of the school.
- To teach and expect co-operation, honesty, politeness and good manners.
- To develop and encourage positive attitudes to learning.
- To give students the confidence to express their needs and feelings and assert themselves positively.
- To ensure that the students follow the Golden Rules (see Appendices)
- To be sensitive and considerate towards the needs of others.
- To teach and expect others to make positive decisions and act appropriately and where necessary, be accountable for their actions.
- To recognize that all students are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability.
- To ensure that all adults in school provide an appropriate role model.
- To involve parents in a community approach to good behaviour.
- To teach students to care for resources and the environment.

Reward Systems

We praise and reward students for good behaviour in relation to our Golden rules, 10 characteristics and other behaviours in a variety of ways:

- Dojos
- Good to be green (EYFS/KS1 traffic lights on green, KS2 Privilege cards/book)
- Praise in class and in assemblies
- Stickers (optional)
- EYFS/KS1 Star of the week
- Golden time at the end of the week
- House Parties at the end of term for the winning house team

Staged Approach

Our school implements a staged approach to behaviour management as follows:

Stage 1 – Quality first teaching/provision

- Visual prompts are used to support expectations of behaviour (e.g. visual displays of expected behaviours)
- Non – verbal visual cues/reminders are given to children observed not following the rules
- If the behaviour is repeated, one verbal warning will be given.
- Upon being given a second verbal warning the child will be asked to move to yellow and experience a time out in the Thinking area for two minutes
- If the behaviour is repeated again the child will be asked to move to red, repeated red behaviour will be shared with parents
- At the start of each day all names are returned to a green card for a fresh start
- Children will have opportunities to move back to green if their behaviour improves

Stage 2 – Individualised plan

- Where incidents of behaviour are continually being repeated a meeting with parents will be held to discuss how best to support the child e.g. individualised learning plan to motivate the child (see appendix 2 and 3)
- The Head of Early Years will be informed
- If poor behaviour continues after the plan their will be a meeting with the parents, class teacher, the Head of Early Years and if necessary the school psychologist to discuss next steps

Physical restraint

All staff are aware that Physical restraint will be viewed as a last resort and staff will exhaust other strategies before intervening.

Anti-bullying

Our school does not tolerate bullying of any kind and all staff act immediately to stop any further occurrences of such behaviour. We do our utmost to ensure that all children attend our school free from fear where they can learn best. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances.

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can occur through several types of anti-social behaviour:

- Physical – a child may be physically punched, kicked, hit spat at etc.
- Verbal – verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical or social disability or personality.
- Exclusion – a child may be bullied simply by being excluded from, or left out of discussions / activities by those they believe to be their friends.
- Damage to property or theft – pupils may have their property damaged or stolen. The bully may use physical threats in order that property is handed over to him or her.
- Cyber bullying - All areas of internet, such as email and internet chat Twitter, Facebook misuse

Procedures

- All cases of potential bullying should be reported to class tutor
- The class tutor will conduct an investigation and pass on all of the information to Head of Stage
- The Head of Stage will make a decision as to whether the case can be dealt with in class or is a bullying case that needs to be passed on to DSL.
- The DSL will inform parents and record confidentially on internal record.
- If the case is considered to be bullying, the Head of Stage will record this onto Engage (with information and dates)
- When a case is considered bullying. The Whole school Bully Policy will be followed. See document: https://drive.google.com/file/d/12qQGeHMvgx37RRBFDR-TCXh400M4VgQF/view?usp=sharing

Exclusion

It is the general policy of the school to consider exclusion of a child only as a last resort and one that should be avoided by all practical means. However, under certain circumstances, the exclusion of a child may be the only option.

Reasons for Exclusion

Exclusion may be considered in one or more of the following circumstances:

- A child exhibits repeated violent and/or uncontrollable behaviour
- A child persistently directs abusive or threatening language towards either a member of
- staff or to another child
- Persistent asocial behaviour or problems of an indefinable nature
- The child through his/her behaviour is perceived to represent a physical risk to
- him/herself, to other children or to members of the preschool staff
- Should a child begin to exhibit extreme antisocial behaviour or is disruptive or violent,
- In exceptional circumstances, students can be sent home from school pending investigations while their case is reviewed by the senior management team

If the behavioural problems persist:

- The parents of the child will be consulted so that an action plan can be formulated
- Specialist advice (including the school psychologist), assistance and help will be sought
- A meeting with all relevant parties will be held to discuss the behavioural issues and to agree upon an action plan
- Staff will report progress to the child's parents on a daily basis
- Funding for 1-to-1 assistance for the child May be sought
- Regular meetings will be held with all relevant parties
- If there is no improvement in the child's behaviour or the behaviour constitutes an immediate threat to another child or member of staff, the child will be excluded
- A letter to the parents/guardians will be sent informing them of the school's decision to exclude the child will be sent

How does the behaviour system work in Early Years?

Classroom rules

At the beginning of the school year the class teacher discusses the Golden Rules with his/her class and reinforces them whenever necessary. Golden Rules are displayed in every classroom and in all communal areas. In this way, every child in the school knows the standard of behaviour that we expect in our school.

1. We look after our School
2. We work hard and try our best
3. We listen to others
4. We are kind and honest
5. We will try our best to speak in English

Traffic Lights

- Each class has a WOW/Green/Yellow/Red traffic light display (with either name cards, photos or pegs)
- Children will start each day on green and the objective is to 'stay green' all day
- Throughout the day children can be moved depending on their behaviour - green, yellow and red behaviours are detailed in appendix 7
- If a child is moved to red or yellow they will be asked to spend a few minutes in the **Thinking Area** (within their own class)
- Repeated red behaviour to be reported to Head of Early Years
- Children on the WOW/Green at the end of the day will receive stickers

Playtime and Lunchtime

Children are expected to treat all adults with respect and to use good manners when eating. The playground is separated into zones. Members of staff supervise playtime on a rota basis. There is a **Thinking Area** on each playground which is used if children do not respond to a verbal warning (5 minutes maximum). If a child goes to the Thinking area this should be fed back to their class teacher. Any behaviour incidents on the playground should be reported back to the class teacher.

Star of the Week

- Teachers will select a 'Star of the Week' each week, this child will be allowed to carry out special jobs (special person jobs) for a week. These children receive their Star of the Week certificates in assembly.
- Specialist staff can select a 'Star' from their subject for the assembly, pupils will also receive a sticker in assembly

Golden time - Reception

Children who have displayed green behaviour for the majority of the week will access golden time, which will be 30 minutes timetabled on a Friday afternoon. Golden time activities should be chosen based on the children's preferences and should be exciting in order to encourage good behaviour.

Reception - Dojos

All staff working with Reception children give 'dojos' to children for positive behaviours, attitudes etc. When in the classroom these are recorded electronically (using "Class dojo") and when in the wider school environment laminated cards (see Appendix 1 for examples) are handed to the child to be exchanged electronically when they return to the classroom. So as to not disturb teaching flow, where deemed appropriate, children may be given physical dojos in the classroom to exchange later. The child who gets the most dojos each week will receive a Dojo-tastic award in assembly.

Biting

Many children go through stages in their development where they exhibit behaviour that others find unacceptable. Biting in particular is a very unpleasant form of behaviour that is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. The following procedures should be adhered to in the event of a child being bitten:

- Comfort the bitten child and administer appropriate First Aid.
- Explain to the biting child why biting is unacceptable, that it hurts the other child and show the mark or bruise.
- Remove the biting child from the circumstances that provoked the biting for a short period of time.
- Always inform the parents of the bitten child.
- Inform the parents of the child that has bitten and explore with them their strategy for dealing with such incidents if they occur at home or elsewhere.
- Discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future

How does the Behaviour system work in Primary?

The behaviour system in Primary builds on from the system developed in the EYFS stage.

Class Dojo

All staff within our school (teachers, support staff, senior leaders, office staff, lunchtime staff and extra-curricular activity teachers) give "dojos" to students for positive behaviours, attitudes, etc. When in the classroom, these are recorded electronically (using "Class Dojo"), and when in the wider school environment, laminated cards (see appendices for examples)

are handed to the students to be exchanged electronically when they return to the classroom.

Students work towards collecting 300 dojos across three terms – aiming for Gold in Term 3. Their dojos are recorded on the platform Class Dojo. The student continues to collect more dojos to achieve the following:

- 100 dojos = Bronze award
- 200 dojos = Silver award
- 300 dojos = Gold award

Any students who collect more than 400 dojos will receive a special "Dojo-tastic" certificate (see appendices).

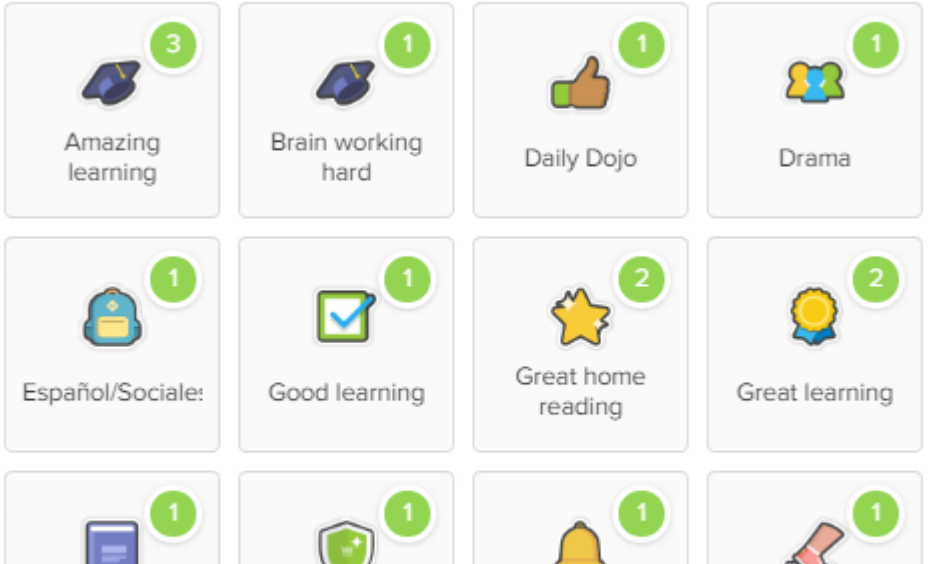
When the student receives an award (bronze, silver or Gold), they receive a special certificate (see appendices), which is awarded in class but will be mentioned at the end of term assemblies.

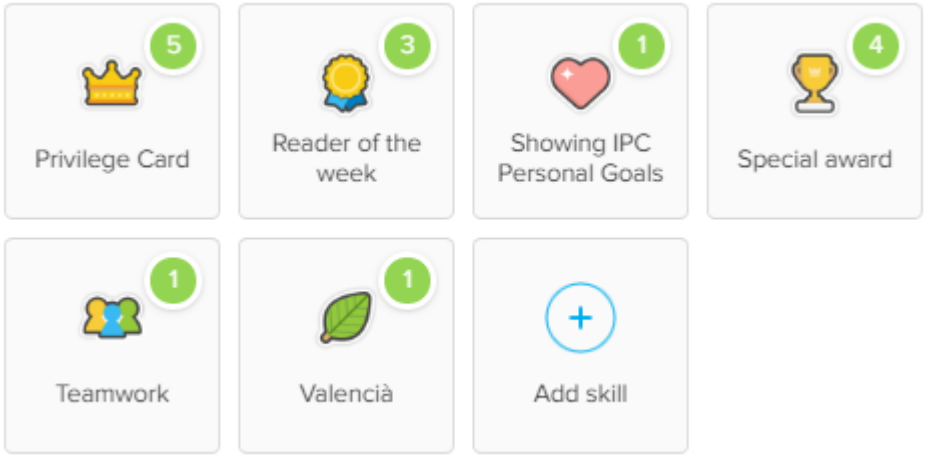
End of term parties will be planned between the Behaviour Working Party members and the House Team Working Party members. These parties will be for the house with the highest number of dojos so far in the year.

Primary Dojo Guidelines

The following is an idea of how we should be using our Class Dojo in Primary. In order for us to maintain a consistent atmosphere throughout our school and to ensure that the students progress through the year groups with similar opportunities to have points awarded, the following is the standard ´Skills´ that we can award. These points allow for all weights from 1 point up to 5 and can be used flexibly where needed. If specialist teachers would like to contribute and add their own, then this is encouraged.

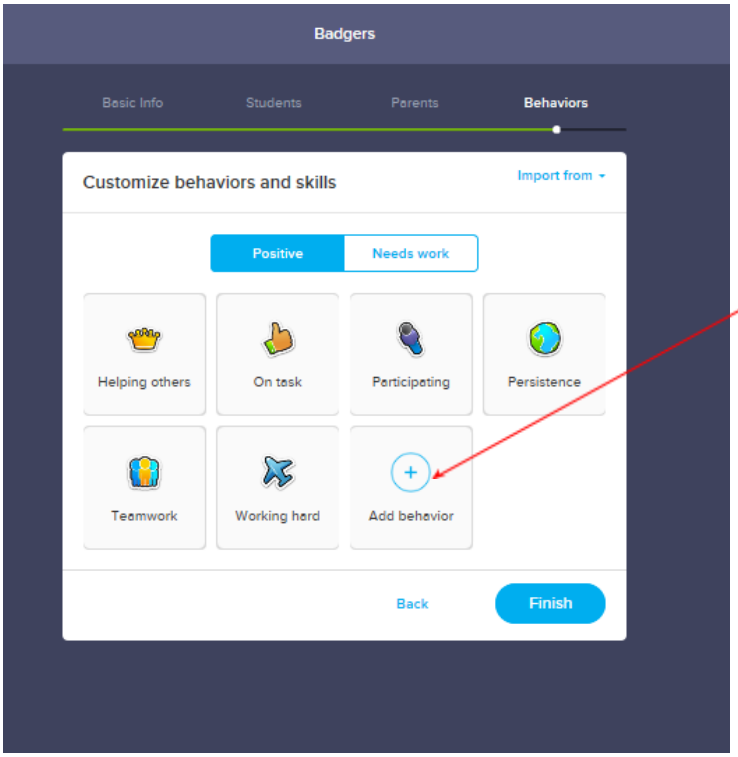
If throughout the year you discover there is a particular skill that deserves awarding, then please contact your Key Stage Coordinator and we can review and share it with everyone.





Here is how to do this:

1.

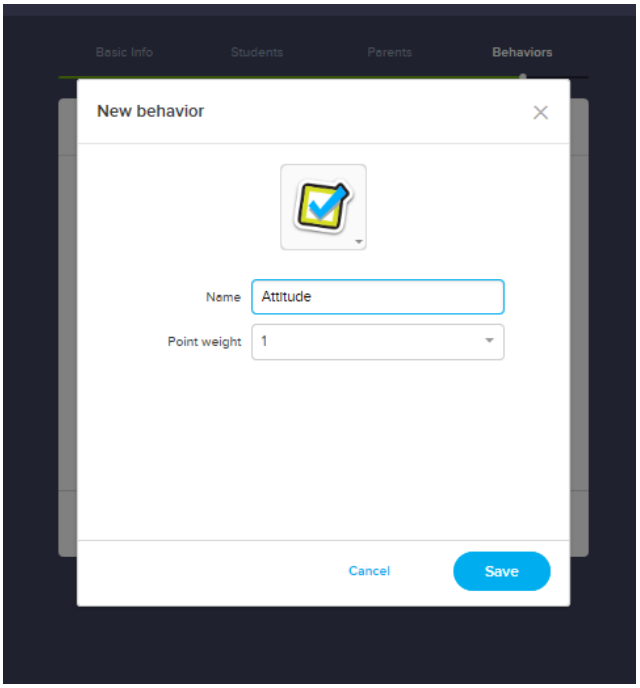


Click “Add behaviour”

2.

Type in the name, e.g. Good work

Leave the point weight as 1.



Here are some Tips

- **At least once a week in KS2** parents love to see something that their children are doing in school. Photos are a great way to quickly share learning with parents.
- **More than once a week in Early Years and KS1** parents love to see something that their children are doing in school. Photos are a great way to quickly share learning with parents.
- If used timetables including homework and exam timetables should be shared as soon as they are available
- Please share any messages that Head of Stage or KSCs ask to be shared on Dojo
- It is advisable to adjust your account to include the ´quiet hours´ in order to maintain your own well being and rest time outside of school
- Try to talk within your year group to ensure that there is a fair balance regarding content being sent to parents. Take particular care when twins are in your year group.
- Add all specialist teachers, your KSC and Head of stage as co-teachers to your class
- Do not share any negative behaviours publically – This should be done via private messages
- If using points, update dojo points on a regular basis and ensure that the points are hidden from the parents

If you have any other queries about dojo, please first refer to the Dojo help webpage: https://classdojo.zendesk.com/hc/en-us

Golden time

Children who have displayed green behaviour for the majority of the week will access golden time, which will be 30 minutes timetabled on a Friday. Golden time activities should be chosen based on the children's preferences and should be exciting in order to encourage good behaviour.

Key Stage 1: Star of the Week

- Teachers will select a 'Star of the Week' each week, this child will be allowed to carry out special jobs (special person jobs) for a week and will be allowed to sit on a special star cushion in class. These children will sit on a special bench and receive their Star of the Week certificates in assembly.
- Specialist staff can select a 'Star' from their subject for the assembly, pupils will also receive a sticker in assembly

Key Stage 2: Privilege Book

During monthly assemblies teachers will have the opportunity to select up to **three students** (two by class teacher in conjunction with specialist teachers and one from Spanish staff) from their class to be entered into the Privilege book for special behavior during that week. A reason will be entered into the Privilege Book and those students will be celebrated. Later in class, the ´Privilege´ students will take a Privilege card to place in the Dojo Chart. This also entitles them to choose a reward (see appendices examples).

Classroom Rules

At the beginning of the school year, the class teacher discusses the Golden Rules with his/her class and reinforces them whenever necessary. Golden Rules are to be displayed in each classroom and all communal areas. This way, every student will be aware of the standard behaviour that is expected throughout the school.

Good to be Green chart (see appendices)

Key Stage 1

- Each classroom has a "Good to be Green" chart on the wall with a named space for every student in that class – This will be used to store dojos.
- Each teacher will display a traffic light system in class. All children will begin the day on green (represented through a name card, peg or photo card)

- Children will move down the traffic light system for poor behaviour. There **are two warning steps** before yellow and then a **further two warning steps** before red.
- Above the traffic lights there will be a **'WOW'** sign. Children who have shown exceptional behaviour may move to here – children on the 'WOW' at the end of the day will receive a sticker to take home
- Examples of green, yellow and red behaviour are detailed in the appendices
- Golden Time will be rewarded to children you spend most of the week on green
- **Note:** As this is a positive reward system, teachers should avoid moving whole classes to both red and yellow at any one time. Rather, use dojos to reward any appropriate behaviour. As a whole class sanction for consistent low level behaviour, the teacher should use their own discretion whereby the class lose minutes from their patio time (maximum of 10 minutes – students should be allowed to eat their snack quietly during this time).

Key Stage 2

- Each classroom has a "Good to be Green" chart on the wall with a named space for every student in that class.
- Each student has a green card in their space.
- Gold, yellow and red cards are available in the chart.
- The objective of the scheme is to stay on green all week.
- Students will start each day with a green card.
- Examples of green, yellow and red behaviours are detailed in the appendices

Playtime and Lunchtime

Students are expected to treat all adults and students with respect and use good manners when eating whether in the playground or in the dining room.

The playground is separated into zones and students. Members of staff supervise playtime on a rota basis. Staff on duty will inform class teachers of any misbehaviours that they deem unacceptable.

Playground Buddies – Y3 and Y5

Students are selected through a recruitment process (led by Playground Buddy staff), to be Playground Buddies at lunchtime. They are responsible for contributing to the selection of resources and for leading play activities with peers. The playground zones are also monitored by teachers on duty. Yellow and red cards cannot be given by playground buddies, although they are expected to report any behaviour issues to teachers on duty.

Key Stage 2: Three Ticks and Reflection time

At the beginning of the school year, the class teacher will display the ´Three Tick Chart´ which will list all student's names on it and provide space for three ticks to be recorded. Using this system, the teacher will follow the same system as behavior using the described

methods of warning a student before resorting to ticks. If a student is misbehaving and doesn´t follow your clues to desist, then a tick can be written beside the student's name. Through the course of the day ticks can be rubbed out to reward improved behavior (allowing the student the opportunity to modify their behavior) but can also be added to if misbehavior continues. If a student receives three ticks, they will then take a Yellow Warning Card and add it to their name. At the end of the school day, all students who have no ticks will receive a dojo for showing good behavior.

If a student receives six ticks in one day then the next step is to use a Red Card. On the sixth tick a red card should be given. These students should be directed to the Reflection Area (see below) in their upcoming patio time. Parents MUST be informed when a yellow or a red card is given via dojo.

Key Stage 2: Reflection Area

- Any student who receives a red card will be guided to the Reflection Area in the next patio (usually the following day). This is so that the sanction is as immediate as possible and so that the student can complete the consequence of their action and then begin again with a green card. Once a student has visited the Reflection Room, they will return to a green card.
- The Reflection Area will be in 6P and supervised by the Key Stage Coordinator. It should be no longer than 10/15 minutes to allow the students to go to the patio and have their snack before their next class. During this reflection time, students will tell the supervising teacher why they have been given a red card and this teacher and reflection activities and discussions will take place.

Note: As this is a positive reward system, teachers should avoid distributing both red and yellow cards to a whole class at any one time. Rather, use dojos to reward any appropriate behaviour. As a whole class sanction for consistent low level behaviour, the teacher should use their own discretion whereby the class lose minutes from their patio time (maximum of 10 minutes – students should be allowed to eat their snack quietly during this time).

Key Stage 2: Homework

´Homework´ along with ´Speaking The Appropriate Language´ will not be dealt with using the sanctions from the ´Good to be Green´ behaviour system. Close monitoring has revealed that these two areas would benefit from being recorded and sanctioned separately.

In order to effectively monitor homework, we would recommend using the google sheets homework template. Parents should be notified via dojo when their student has not handed in their homework on the first day. If a student has failed to hand homework in on time on three consecutive occasions, a Yellow Card may be given but this should only be after the

parent has been informed on all three occasions. An example of a way of recording and managing homework can be found in the appendices.

If the teacher feels it is appropriate (perhaps the student´s parent is not active on Dojo) they can use the paper alternative and send home a Homework Slip which can be found in the appendices.

Key Stage 2: Speaking The Appropriate Language

There are a number of ideas that can be used in order to improve the level of English being spoken in the classroom. Choose from the following suggestions:

- Students are given three stars at the beginning of a day. If they are heard using the wrong language for the lesson at hand, a star will be removed. If a student loses all three stars in one day, they will not receive their dojo for the day.
- Google sheet – If a student is heard speaking in the wrong language, they will have a tally added to their name and at the end of the third tally they will not receive their daily dojo. This could be used further and a record of those who have not received any tallies all week could be awarded extra dojos on Friday.

Appendices:

Appendix 1

Physical Dojos – examples

Mr Patino	 Mrs Haywood	 Mr Jenkins	 Mr Throne
 Mr Men	 Mrs Minnie	 Mr X	 Miss Honey

Appendix 2

Behaviour Chart **To adapt according to student´s year group / interests*

Behaviour Chart

	P1	P2	Patio	P3	P4	Lunch	P5	P6	Comments
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

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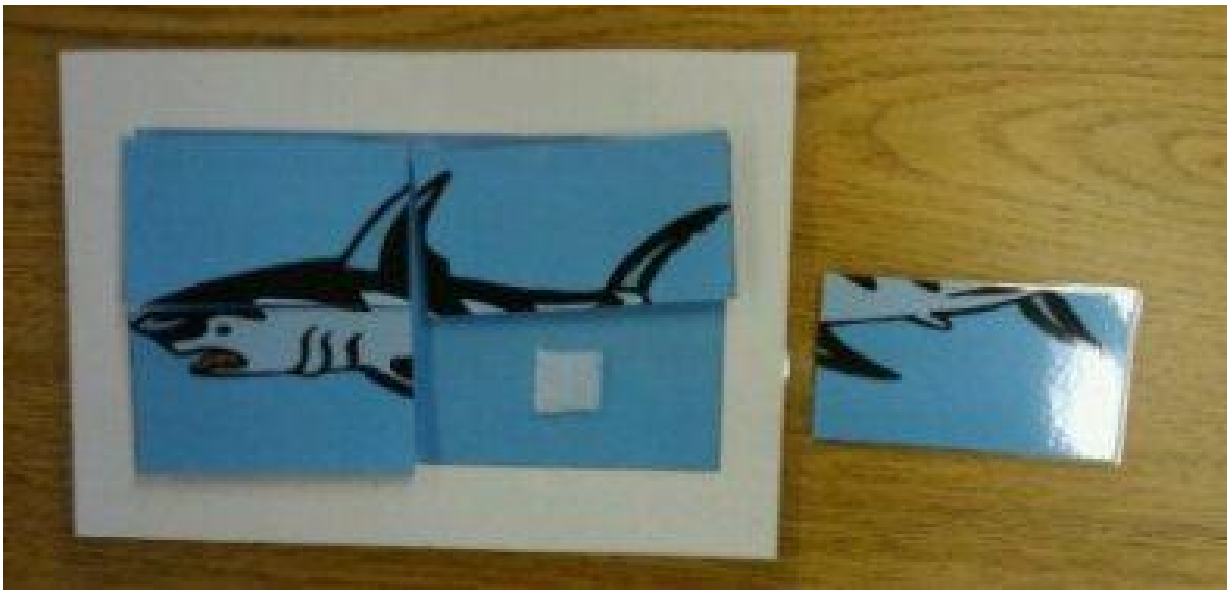
Appendix 3 – Puzzle

Choose an image with the child, depending on their needs divide it into a number of puzzle pieces (3 is good to start with). Through good behaviour children earn their pieces throughout the day and when they have got all the pieces they get a reward. This puzzle is normally displayed on the wall so the child can see it clearly throughout the day.



Appendix 4:

Golden Rules

1. We look after our school.
2. We work hard and try our best.
3. We listen to others.
4. We are kind and honest.
5. We always speak in the appropriate language.

Appendix 5:
Dojo-tastic Certificate

Appendix 6:
Bronze (A5), Silver (A5) and Privelege (A4) Certificates

Appendix 7:

Appendix 8:
Privilege Card Rewards or Star of the week rewards:
Use of teacher´s chair for a lesson.
Eat lunch with the teacher.
Pick your own partner.
Sit next to your friend for the day.
Sit on the floor (with a cushion).

Sit on a cushion in assembly.
Listen to / pick the music for the lesson.
Read a story to the class (G/T).

Appendix 9:

Green, Yellow and Red Behaviour and Sanctions

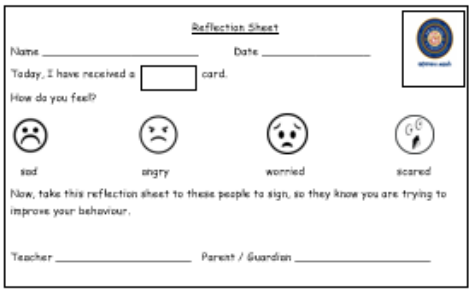
Laude Newton College
Green, Yellow and Red Behaviour

On Green Level 1 behaviour		Sanctions/Steps
* Out of seat * Rocking on seat, slouching * Calling out * Not listening/paying attention * Pushing, shoving in line * Running indoors *In wrong place *Not working *Not clearing up	* Missing lunch * Going for lunch at wrong time *Refusal to attend activity * Speaking incorrect language *No homework (for persistent put note in diary) *Using inappropriate language	1st. Informal gesture: eye contact, frown, gesture 2nd. Verbal warning (could be a private reminder about behaviour we wish to see and invitation to make correct choice) 3rd. Move to Level 2 – yellow card.
Persistent level 1 AND/OR Level 2 behaviour		Sanctions/Steps (Yellow)
* Distracts others (noise/talk/touch) * Throws small objects (to distract not to hurt) * Inappropriate physical contact, e.g. poking, flicking, pulling hair * Complains or mutters disruptively/persistently * Lies * Leaves room without permission	* Talking at an inappropriate time, or asking inappropriate questions to disrupt *Hides work or resources * Interferes with other's property * Minor deliberate damage (pencils)	Child turns their card to yellow and moves to reflection area in own classroom. Complete an age appropriate 'reflection sheet'; sheet stapled into diary for parents to sign and return; teacher keeps sheet in folder for further reference. Child's name is recorded alongside red or yellow behaviour indicator in class behaviour diary.
Persistent level 2 AND/OR Level 3 behaviour		Sanctions/Steps (Red)
* Encourages others to misbehave * Uses obscene words to offend (in any language) * Causes hurt intentionally * Verbal abuse of adults * Answering back or constantly questioning adults *Stealing * Threatens violence	* Refuses to obey instructions * Destroys own work * Destroys others' work * Insulting, name calling * Petty theft *Damage to property or equipment * Bullying	Child/teacher turns their card to red and child is sent to the reflection area of paired class. 2nd red card / If behaviour continues child to be sent immediately to member of senior management. Persistent red cards should be put on a personal behaviour plan and behaviour chart (see policy, appendix 6 and 7). This to be monitored by class teacher and a member of senior management. Child's name is recorded alongside red or yellow behaviour indicator in class behaviour diary.

Appendix 10:

Good to be Green Chart

Appendix 11:


Reflection Sheet

Name _____ Date _____

Today, I have received a ☐ card.

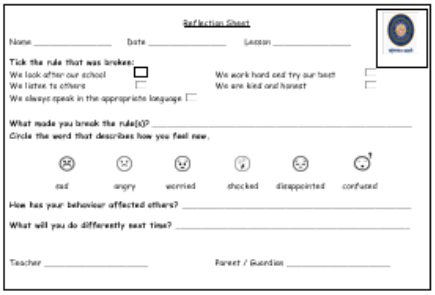
How do you feel?

sad angry worried scared

Now, take this reflection sheet to these people to sign, so they know you are trying to improve your behaviour.

Teacher _____ Parent / Guardian _____

[Reflection Sheet Y1 & Y2 (A5)](#) [Reflection Sheet Y3 – Y6 (A5](#)


Reflection Sheet

Name _____ Date _____ Lesson _____

Tick the rule that was broken:

We look after our school ☐ We work hard and try our best ☐

We listen to others ☐ We are kind and honest ☐

We always speak in the appropriate language ☐

What made you break the rule(s)? _____

Circle the word that describes how you feel now.

sad angry worried shocked disappointed confused

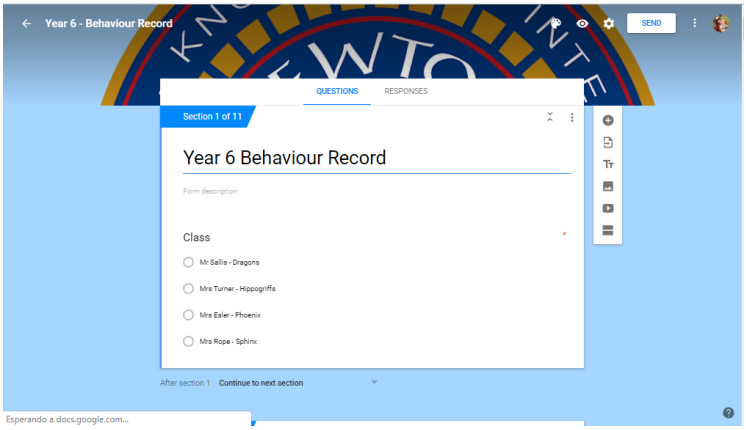
How has your behaviour affected others? _____

What will you do differently next time? _____

Teacher _____ Parent / Guardian _____

Appendix 12:

[Class Behaviour Record](#)



Appendix 13:

Generic Message – Yellow / Red Cards

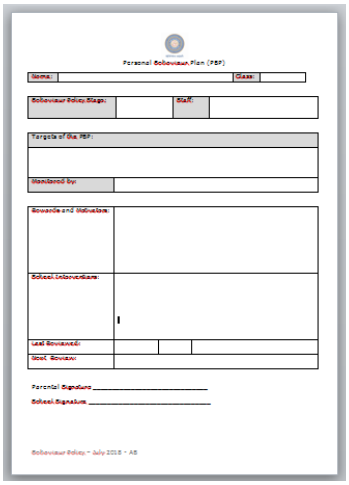
(Student´s name) has received a yellow / red card in (subject / patio) today for (reason). He / she will bring a reflection sheet home. Please sign and return (tomorrow / next school day).
Thank you

Privilege Cards Message – *this is not compulsory as the student should return home with a certificate, however, should you wish to you can use the following message.*

(Student´s name) has received a Privilege card in school today for (reason). He /she has been /will be rewarded by (chosen reward).
Congratulations (student´s name)!

Appendix 14:

Personal Behaviour Plan



Personal Behaviour Plan (PBP)

Name: Class:

Behaviour Policy Stage: Staff:

Targets of the PBP:

Monitored by:

Rewards and Motivators:

School Interventions:

Lead Reviewer(s):

Next Review:

Parental Signature _____

School Signature _____

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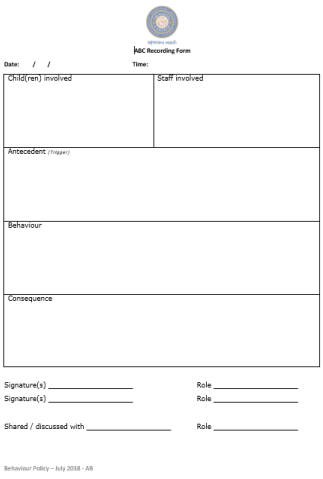
Appendix 15:

ABC Form



ABC Recording Form

Date: / / Time:

Child(ren) involved	Staff involved
Antecedent (Trigger)	
Behaviour	
Consequence	

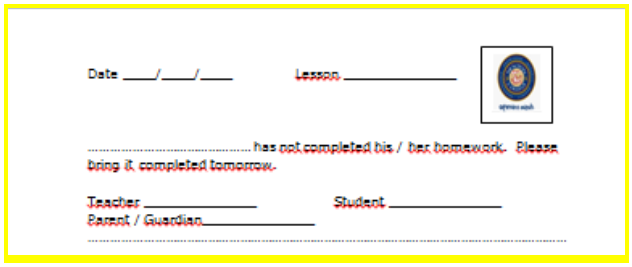
Signature(s) _____ Role _____
Signature(s) _____ Role _____

Shared / discussed with _____ Role _____

Behaviour Policy – July 2018 - AB

Appendix 16:

Homework Slip



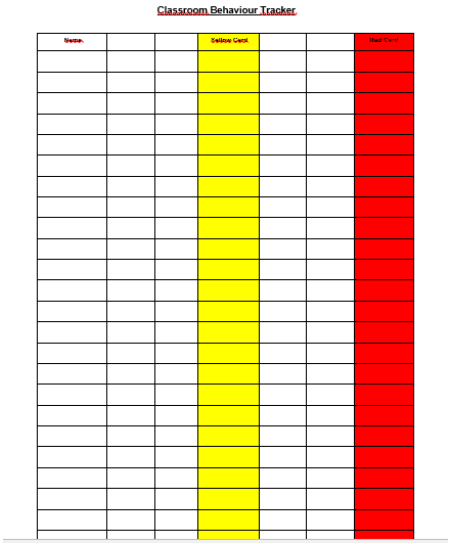
Date ____/____/____ Lesson _____

_____ has not completed his / her homework. Please bring it completed tomorrow.

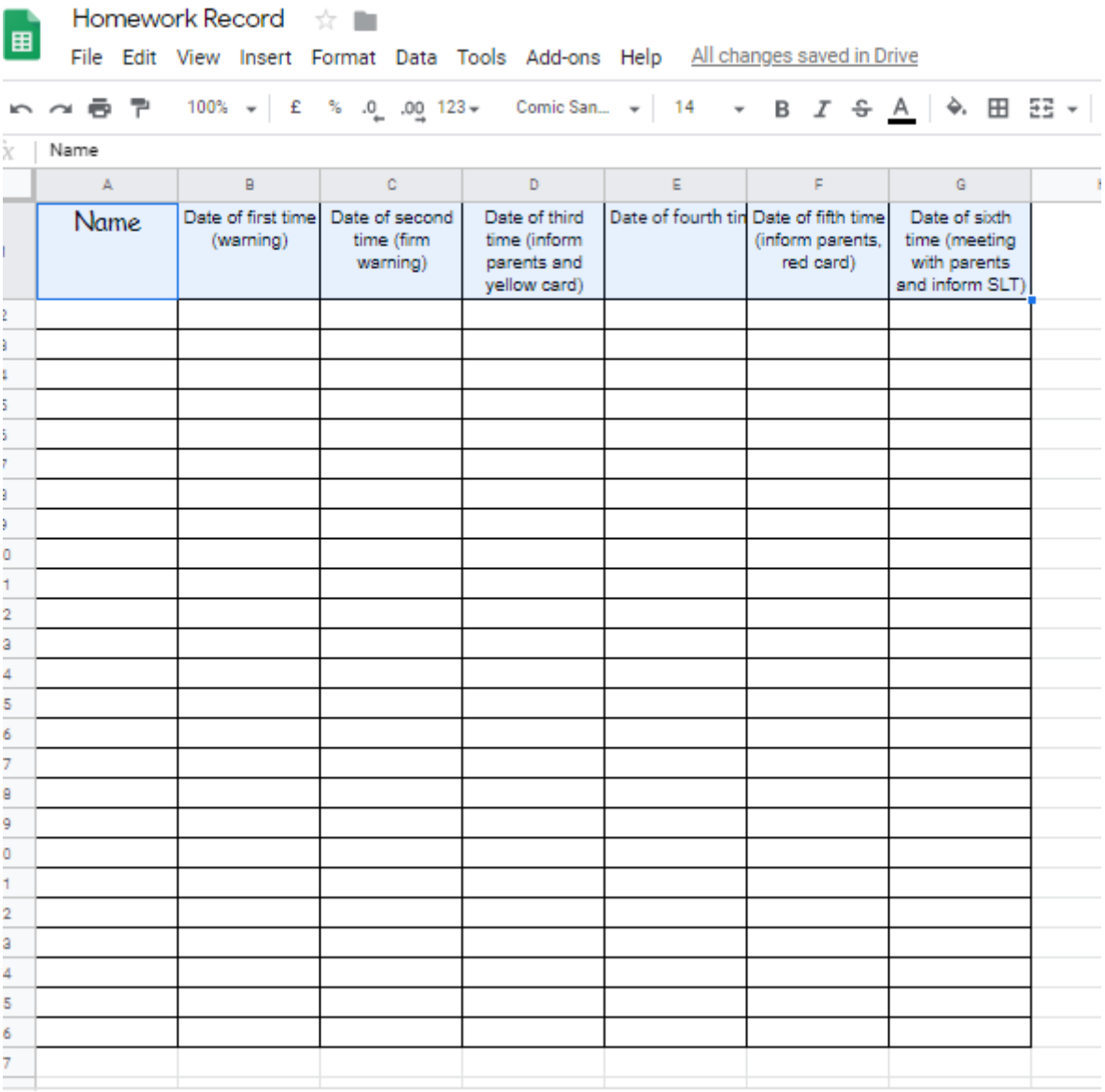
Teacher _____ Student _____
Parent / Guardian_____

Appendix 17

Three Tick Chart



Managing and controlling homework


Homework Record

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Name

	A	B	C	D	E	F	G
	Name	Date of first time (warning)	Date of second time (firm warning)	Date of third time (inform parents and yellow card)	Date of fourth tin	Date of fifth time (inform parents, red card)	Date of sixth time (meeting with parents and inform SLT)
2							
3							
4							
5							
6							
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27							