

# The Newton Road Way

At Newton Road we develop children's character through the 'Newton Road Way' curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926) This curriculum is based on the EEF guidance of improving behaviour in schools 2021



## Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside your traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each half term, the 'Newton Road Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From EYFS to Y6	Explicit teaching of the full 'Newton Road Way' curriculum content	Ongoing revision of content	Longer recap of 'Newton Road Way' curriculum	Ongoing revision of content	Longer recap of 'Newton Road Way' curriculum	Ongoing revision of content

## Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

## Curriculum Content

Know that there are three behaviour rules in school known. These are to

- Be Safe
- Be Ready
- Be Respectful

Know the following examples of these rules –

Be Respectful	Be Safe	Be Ready
<ul style="list-style-type: none"> <li>• Say please and thank you</li> <li>• Hold doors open for adults</li> <li>• Talk kindly to other pupils</li> <li>• Say good morning/ afternoon to adults</li> <li>• Accepting responsibility if you make a mistake and saying sorry</li> <li>• Tidying up your own workspace and the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Sit on our chairs with 4 chair legs on the floor</li> <li>• No climbing unless directed at playtime or in a PE lesson.</li> <li>• Always listen carefully to adults.</li> <li>• To not play games involving physically hurting another child</li> <li>• To stay in designated classrooms or playground spaces</li> <li>• Being able to be trusted to do the right things that are expected of you without supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing the learning mode</li> <li>• Listening carefully to the teacher</li> <li>• Giving the teacher 100% of your attention</li> <li>• Working hard on tasks given</li> <li>• Being in the right place at the right time</li> </ul>

Know that we walk around school using **Wonderful Walking**. This means that:

Facing forwards,

- walking at a steady pace,
- in a straight line,
- with hands by your side,
- without talking.

Know that we use Wonderful Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Know that we use **Stop Signal** in class. This means that we -

- All raise our hand
- We do not have anything in our hand
- We face forwards, hands together
- Always sit up straight
- Never continue what we are doing
- Track the speaker – using magnet eyes.

Know that we all do Stop Signal to ensure everybody is able to learn without distractions.

Know that we use **Lovely Lines** when lining up in school. This means that:

- Know the order that you always line up in.
- Know who you stand in front of and who is behind you.
- Know that you should line up without leaning against the walls while moving around school.

Know that we use Lovely lines to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Know that we use **Terrific Transitions** when moving around the classroom or around school.

- When transitioning from the carpet to the chair know that 1 means stand up, 2 means stand behind the chair, 3 means sit down.
- When transitioning from the chair to line or carpet know that 1 means stand up, 2 means stand behind the chair, 3 means line or carpet

Know that we use **Terrific Transitions** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Know that we use **Marvellous Manners** when in school

- Always say '**please**' when you are asking for something.
- Always say '**thank you**' when you receive something or someone does something nice for you.
- Always let any waiting adults through a doorway before walking through yourself.
- Always say 'Good morning/afternoon' to adults if spoken to.
- Always show **gratitude** to others by thanking people for what they have done for you.

# The Newton Road Way

Know that we have 3 learning modes when in school. The modes mean:

	Polite Shared Learning	Independent Learning
This means: <ul style="list-style-type: none"><li>• Magnet eyes on the teacher</li><li>• Sitting up smartly</li><li>• Nothing in our hands</li><li>• Stop what we are doing</li><li>• Silent listening</li></ul>	This means: <ul style="list-style-type: none"><li>• Sitting up smartly</li><li>• Talking with a partner/group about the task</li><li>• Stopping immediately once the adult has used the stop signal</li><li>• Using equipment appropriately</li></ul>	This means: <ul style="list-style-type: none"><li>• Working on a task by ourselves.</li><li>• Very quiet/silent</li><li>• Sitting up smartly</li><li>• Using equipment appropriately</li><li>• Stopping immediately once the adult has used the stop signal</li></ul>

Know that we use our **Learning Modes** to keep everyone safe in school and to make sure the learning of other children is not disrupted.

**Other Key Knowledge children must know:**

## Playtime Behaviour

- Know that you must walk from your classroom to the playground using Wonderful Walking.
- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be **kind**, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, you must line up in your lining up order quickly.

## Classroom routines

- Know the routine for entering the classroom and getting ready to work.
- Know where you sit in class during lessons.
- Know the routine for handing out exercise books in the classroom.
- Know where to put your belongings and how to get these at transition points
- Know to get equipment out ready for the lesson and to look after it.
- Know how to put your hand up quietly to answer a question or participate in discussion.
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.

## Lunchtime

- Know where you line up for lunchtime when you are called
- Know where you sit in the dinner hall or classroom during lunchtime.
- Know how to sit on a chair/stool when eating lunch
- Know that you should use a quiet voice in the dinner hall or in the classroom.
- Know that you should try to use a knife and fork correctly.
- Know that you should finish what you are eating before leaving your seat.
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to staff

## Completing work in books

- Know how to set out work in books according to the Newton Road Expectations.
- Know that each piece of work needs a date and LO.
- Know that you must use 'one square, one digit' when writing in maths books.
- Know how to underline in pencil and with a ruler
- Know how to correct mistakes by drawing a straight line through your work.
- Know to use kinetic letters in your writing

## End of the day routine

- Know that pupils must stay in a straight line while walking across the playground until they reach their meeting point on the playground.
- Know that they must stand in a line with the teacher at the meeting point.
- Know that they must not go home until the teacher has checked that the correct adult is picking them up.
- Know that these procedures are put in place to keep all pupils safe at home time.

## Attendance and Punctuality

- Know that you must try to attend school every day.
- Know that you must try to arrive at school on time every day.

# Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Senior Leaders, including the Pastoral Lead and SENCO, will regularly review all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems or those who require additional support. This will also allow for identification of developing whole school trends/needs. After an initial incident of poor behaviour, the following consequences/sanctions are implemented. Staff will ensure they give children take up time between each step and phase so that it is age and stage appropriate. Staff will, in the moment, remind pupils of expectations and calmly verbalise the desired behaviour or correction. This is to maintain clear boundaries and reinforce expectations. Staff will use their professional judgement with regard to the delivery of this step. For example, using knowledge of a pupil to inform tone of voice used, body language, use of visuals etc. This should take the form of:

## Stage One – The Look

### “A One”

Eye contact is an extremely important part of communication. Keeping eye contact with the child when their negative behaviour is beginning to be noticed is an effective, yet non-shaming way to help the child address their own behaviour and get back on task. Positive reinforcement of desired behaviours from other children could also be used to re-set expectations.

## Stage Two – The Warning

### “A Two”

This should be as discrete as possible with clear articulation of the undesirable behaviour and what you would like to see as an improvement, e.g. *“You are calling out, which is disruptive. I need you to put your hand up when sharing an answer. That is a 2.”* Staff may also explain that repeated instances of behaviour will lead to a 3 (the second warning) and therefore partial removal of breaktime/lunchtime. Staff should also offer an opportunity for support – e.g. use of the regulation area and resources within it.

## Stage Three - The Consequence

### “A Three”

This should be as discrete as possible but with a clear recognition that they have ignored the previous warning and have repeated certain behaviours. Staff should explain that the pupil will need to meet with the them during break or lunchtime as a sanction, during which, there will be a restorative discussion. In this meeting, staff should use restorative language such as: *“How has this impacted on others?”*, *“What do you need so that you can put this right and move on?”* – to support the child's understanding of the impact of their behaviour. If necessary, staff may discuss behaviour with the pupil's parent/carer. This behaviour should be recorded on Arbor by the class teacher.

## Stage Four – Behaviour Review

This should be used when the above procedures have been followed and there are no improvements to a pupil's behaviour. Staff should explain clearly, and in simple language that, despite reminders/support, there have been continued examples of poor behaviour and the following will happen:

- A log recorded of continued behaviour on Arbor by teacher
- Parents telephone discussion or meeting where appropriate.
- SLT will be informed and add any further actions
- Consideration of removal of breaktime and lunchtime on that day or subsequent day(s).

The pupil and parents should be made aware that repeated Stage 4 reviews can result in a behaviour plan being implemented.

# Managing Behaviour

## – Serious Unacceptable Behaviour

In the event, that a pupil's behaviour is deemed unsafe or constitutes 'serious unacceptable behaviour' the following process should be applied:

### Stage One – Support Request and de-escalation

A staff member should contact the Lead DSL and Pastoral Lead, SENCO or SLT for support.

Staff should use the De-escalation Script until SLT arrive.

Remember: An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to: **Acknowledge-Empathise-Reassure-Direct** The following script can be used:

**A:** I can see and hear that you are feeling upset right now. (Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down. **E:** I would be upset too, if..... (State what has happened to upset the child) **R:** It's OK to feel upset. **D:** When you are ready to..... (State what it is they need to do) I will know when you are ready because..... You may also go on to say: I need you to be safe/ behave in a safe way. I am going to do..... now, but I will check to see if you are ready. **REMEMBER!** Say as little as possible! **BACK OFF** –If possible

### Stage Two – Investigation

The senior member of staff will then investigate the incident and decide whether it constitutes 'serious unacceptable behaviour' before proceeding with any consequences/sanctions. The SLT member will also advise if the behaviour should be recorded on Arbor by the staff member who contacted the Lead DSL and Pastoral Lead, SENCO or SLT for support and then SLT will add any further details or actions

All conversations about what has happened should occur in private wherever possible.

# Managing Behaviour

## – Serious Unacceptable Behaviour

**In the event, that a pupil's behaviour is deemed unsafe or constitutes 'serious unacceptable behaviour' the following process should be applied after the investigation:**

### SLT Actions

- The senior member of staff will also review the pupil's Arbor chronology to identify whether the behaviour is a one-off incident or developing into a pattern/need.
- Where deemed necessary, the pupil will be removed from the classroom – the senior member of staff will determine the length of the period the pupil will remain out of class. This may be used so that an adult can support co-regulation.
- SLT will consider if consideration of removal of breaktime and lunchtime on that day or subsequent day(s) is required or The SLT will consider whether time away from the classroom should be used for a fixed term to refocus.
- Where deemed necessary, the senior member of staff will inform the pupil's parents and invite them to discuss the incident and consequences.
- Dependent upon the identified severity of the serious unacceptable behaviour, the Principal will consider whether it is reasonable and proportionate for the pupil should receive a 'suspension' for a fixed term, and will determine the length of the 'suspension' or whether an exclusion is appropriate.

### SLT Actions Following Repeated Incidents of Serious Unacceptable Behaviour

Following repeated incidents of unacceptable behaviour, the following sanctions may be implemented:

- Where a pupil is identified as having SEMH-related difficulties, SEND or additional support will be put in place, for example; counselling, Early Help/family support, therapeutic services, signposting to external service (including GP).
- A Pastoral Support Plan will be created to outline the necessary provisions in place, targets and desired behaviours.
- The SLT will consider whether time away from the classroom should be used for a fixed term to refocus.
- The Principal will consider whether the pupil should receive a 'suspension' for a fixed term, and will determine the length of the 'suspension'.
- Following further incidents of unacceptable behaviour, the following sanctions may be implemented:
  - All professionals/parents/carers involved with the child, may meet to discuss further support that could be implemented to address unacceptable behaviour.
  - A managed move to another local setting will be considered/discussed with all stakeholders.
  - The Principal, will consider whether the pupil should be excluded.

# Managing Behaviour – Prevention Strategies

## Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

### Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Where children have a Pastoral Support Plan more specific strategies will be detailed in their individual plan.

### Physical intervention

In line with the school's Relationship and Behaviour Policy, all members of staff are lawfully permitted to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension or depending on severity an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups. In line with the Relationship and Behaviour Policy all incidents involving physical intervention will be securely recorded, any Individual Behaviour Plan and positive handling plan and/or Pastoral Support Plan and/or Individual Provision Plan reviewed and parents will be informed as a matter of course. If this is a new incident a positive handling plan will be completed with the parent.

### Loss of Break/Lunchtime

The school will make it clear to parents and pupils that they are able to remove a pupils' break/lunchtime as a sanction during the school day.

All teachers at the school can impose this on a pupil.

Parental consent is not required when pupils miss their break/lunchtime, therefore, the school is able to use this as a sanction without first notifying the parents of the pupil.

When pupils lose their break/lunchtime, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. A teacher can decide on the length of time a pupil must miss in their breaktime, typically between 5-15 minutes at breaktime (age appropriate) and between 15- 45 mins at lunchtime. During this time restorative conversations should take place. Where a pupil's lunchtime is removed, time will be allocated to allow the pupil time to eat, drink and use the toilet.

# Managing Behaviour – Positive Behaviour Rewards

## Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

### Principal Stars (Year One – Year Six)

Awarded by any member of staff for exemplary behaviour/attitudes that fall in line with the 5 Values. The child's name will be written on a star and the child will then bring their the star and/or work to the Principal's office. The Principal or SLT will regularly check the stars outside their office, and they will verbally praise those children. Stars are then displayed in school office.

### Stars of the Week (EYFS – Year Six)

Star of the Week certificates are to be awarded to a child from each class. They are to be presented in the Celebration Assembly and are awarded to those children who have shown good attitudes to learning/school life through the week (linked to the 5 values). The parents of these children are invited to join the celebration.

### Class 100 Square Rewards (EYFS-Year Six)

Class Hundred Squares encourage collaboration in classes. Each half term the class set themselves two class targets linked to learning modes or relentless routines. Hundred squares will be awarded for meeting those targets and the class will be rewarded with a 'treat afternoon' for their efforts. Once targets are met, new targets are set and process repeats.

### Golden Post-Cards (EYFS-Year Six)

On-going recognition for outstanding achievement in school – this can be around behaviour and attitudes or academic success! These are completed by a member of staff and message is sent home via Arbor communications.

### Golden Letters EYFS- Year Six

Half-termly recognition of consistently outstanding behaviour – class teachers nominate children who consistently demonstrate outstanding attitudes and behaviour. The Principal then sends a 'Golden Letter' out in the post to inform home of this amazing achievement.

### Forest Points EYFS – Year Six

When starting Newton Road school each child is assigned a forest house:

- Thetford
- Rockingham
- Sherwood
- Salcey

When a child is seen to be recognising and following our school values, staff will reward with Forest Points.

**P - Positivity R - Respect I - Integrity D - Determination E - Excellence**

'Well done! You have shown real determination in trying to master that skill. You have earned a Forest Point for your Forest.' Forest Points are then collected weekly and the forest winners are announced during weekly achievement assemblies. The winning forest of every term receives a reward.

### Classy Classmate Year One – Year Six

Each week a school PRIDE Value is chosen and the children in the class are given a cube and they give this cube to their classmate of the week. Saying "My classmate is.....because they showed (VALUE) when...." The child with the most cubes is the Classy Classmate.