

# Newton Road Way



Our mission is to offer our community the opportunities to **DREAM** of a bright future, **BELIEVE** in themselves and **ACHIEVE** their highest potential.

In order to ensure every child has the highest quality of education and to ensure consistency, we define the behaviours and habits that our 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



## Explicit Teaching of the 'Newton Road Way'

The 'Newton Road Way' is taught explicitly during the first week in Autumn term alongside your traditional National Curriculum subjects. Children learn the content 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 daily throughout the year.

## 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.

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	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'	Ongoing revision of content	Longer recap of 'Newton Road Way'	Ongoing revision of content	Longer recap of 'Newton Road Way'	Ongoing revision of content

## Newton Road Way Content

Know that there are three behaviour expectations. These are to •

Be Safe

- Be Ready
- Be Respectful

Know that these expectations can be broken down into the following rules –

Be Respectful	Be Safe	Be Ready
We use marvellous manners We follow the stop signal We care for each other. We care about our school and environment	We use wonderful walking We use lovely lines We use terrific transitions We use safe, hands and feet	We dress to impress We have awesome attendance and perfect punctuality We use good learning positions

Establishing well-organised and practiced routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes (such as residential trips, swimming, performances), these routines should also be taught explicitly and children should be given opportunities to practise.

### Be Respectful:

Know that we use **Marvellous Manners** when in school. This means that we

- 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

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

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

Know that we **care for each other**. This means that we

- Work hard in class and allow others to work

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- Always use kind words
- Listen to each others' point of view

Know that we **care about our school and environment**. This means that we

- Always tidy up after ourselves
- Always look after the equipment and resources

## **Be Safe:**

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 **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 you should line up in silence

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 you do this in silence

Know that we use **Safe hands and feet**

- Know that we keep our hands and feet to ourselves
- Know that we do not play fight
- Know that we do not climb • Tell an adult when we are upset

## **Be Ready:**

Know that we **dress to impress**

- Know that we wear a full school uniform on the correct days
- Know that we wear the full school PE kit
- Know that our shirts must be tucked in

Know that we have **Awesome Attendance and Perfect Punctuality**

- Know that you must try to attend school every day.
- Know that you must try to arrive at school on time every day.
- Know that you come to school ready to learn and have appropriate breakfasts.

Know that we use **Good Learning Positions** when in school

- Know that we sit up straight
- Know that we have nothing in our hands

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- Know that we are sitting on our chair and it has 4 legs on the floor.
- Track the speaker – using magnet eyes.
- Hands are on the table together

## Managing Behaviour

At Newton Road School, our behaviour expectations are outlined in what we refer to as the Behaviour Bands. The diagram below exemplifies the 'green behaviours' that we expect to see and that we explicitly teach children how to demonstrate.

Whilst 'green behaviours' are an expectation of all children, we believe in the power of praise and reward as a motivator to succeed.

Frequency	Type	Overview
<b>Every Day</b>	<ul style="list-style-type: none"> <li>• Sticker/Forest Point.</li> <li>• 100 square class reward</li> <li>• Fuzzy</li> </ul>	<ul style="list-style-type: none"> <li>• Children awarded a sticker for showing the school value – a sticker equates to 1 forest point. Sticker given for child to share celebration at home and then forest point placed in team bag.</li> <li>• Each class sets no more than 2 targets for the class related to behaviour and staff award a 100 square for the class showing that they are meeting the target. Class reward when 100 square is complete. Each lunchtime staff member has 2 fuzzies to award for each phase on duty. They give a fuzzy to a child who has shown an example of our school value.</li> </ul>
<b>Weekly</b>	<ul style="list-style-type: none"> <li>• Star of the Week</li> <li>• Lunchtime luminaries</li> <li>• Classy Classmate</li> <li>• Forest Team Totals</li> <li>• Awesome Attendance</li> <li>• Celebrating Great Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher nominates a child who has demonstrated a school value across the week for Achievement Assembly.</li> <li>• Fuzzies are counted and the class with the most fuzzies earn themselves an additional break time – announced in Achievement Assembly. Each child starts with a cube. Children take it in turn to nominate a child in the class who has demonstrated the school value focus across the week and explain why. My classy classmate is... because... Forest captains add up the running totals for their forest and the weekly cup is presented and the running totals shared in Achievement Assembly</li> <li>• Attendance total of the top 3 classes announced in achievement assembly and mascot given in Achievement Assembly.</li> <li>• Teachers to send email from Arbor to all parents whose child has not received a single behaviour report for that week – generic template in Arbor.</li> </ul>
<b>Half Termly</b>	<ul style="list-style-type: none"> <li>• Golden Letters and Tea Party</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Termly</b>	<ul style="list-style-type: none"> <li>• Forest Team Rewards</li> <li>• Individual Attendance Achievers</li> </ul>	<ul style="list-style-type: none"> <li>• Forest with the greatest cumulative total earns a reward agreed by the team.</li> <li>• Attendance award presented to all children with 100% attendance for the term.</li> </ul>

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## Managing Behaviour – Consequences

In addition, the Behaviour Bands support all adults to manage behaviour consistently.

Inappropriate behaviours are categorised into different bands and their level of severity is made clear by the colour of the band they feature in. This helps staff to be confident in their categorisation of a behaviour. If a member of staff is unable to confidently categorise the demonstrated behaviour, they seek advice and support from the Pastoral Team.

FOCUS	BEHAVIOUR TYPE	CONSEQUENCES & OUTCOMES	CONSEQUENCES
<b>DISCOURAGE, SANCTION &amp; SUPPORT MORE FORMALLY</b>	<b>HIGH LEVEL BEHAVIOURS</b> Will endanger people, seriously disrupt learning, cause physical and/or emotional pain, significantly damage the environment, harm our sense of belonging	<b>Immediately:</b> staff ensure the safety of all; removal process instigated. Assistant Principal and Pastoral Team instigate the pupil's plan; when the child is able to 'hear', expectations are clarified 1:1 verbally or non-verbally; pupils are given a short term target; pupils given time to reflect and adjust; zones of regulation toolkits may be used. <b>After the Lesson:</b> Class teacher-reasons for behaviour are ascertained; parents are informed by Assistant Principal; sanctions are discussed and applied; targetted provision must be implemented. Meeting held with all pastoral team and teacher and support staff to confirm plan.  <ul style="list-style-type: none"> <li><b>MUST BE RECORDED ON ARBOR BY ASSISTANT PRINCIPAL</b></li> <li><b>INDIVIDUAL INCIDENT FORMS TO BE COMPLETED AND SIGNED AND DATED</b></li> </ul>	<ul style="list-style-type: none"> <li>Permanent Exclusion</li> <li>Suspension</li> <li>Internal Suspension</li> <li>Loss of Privileges</li> <li>Before or After-School Detention</li> </ul>
<b>DISCOURAGE, SANCTION &amp; SUPPORT</b>	<b>MEDIUM LEVEL BEHAVIOURS</b> Will disrupt learning, upset others, hurt others, damage the environment, threaten our sense of belonging	<b>Immediately:</b> staff deal with swiftly; expectations are clarified 1:1 verbally or non-verbally; pupils are given a short term target; pupils are given time to reflect and adjust, calm space in classroom may be used. <b>After the Lesson:</b> Class Teacher – reasons for behaviour are ascertained; targetted provision may be needed; parents are informed, sanctions discussed and applied. <ul style="list-style-type: none"> <li><b>MUST BE RECORDED ON ARBOR BY CLASS TEACHER OR SUPPORT STAFF</b></li> </ul>	<ul style="list-style-type: none"> <li>Breaktime Detention</li> </ul>
<b>REDIRECT &amp; CLARIFY</b>	<b>LOW LEVEL BEHAVIOURS</b> Could disrupt learning, upset others, hurt others, damage the environment, threaten our sense of belonging	Staff spot these and consider the cause; staff clarify desired behaviours staff may make changes; staff prompt verbally or non-verbally; safe space in classroom or zones of regulation toolkits used; child changes their behaviour	

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<b>ENCOURAGE</b>	<b>VALUED BEHAVIOURS</b> Allow everyone to learn, make people feel good, keep everyone safe, protect the environment, maintain our sense of belonging	Children are praised and rewarded; feel valued and empowered; valued behaviours are reinforced to all; there is a positive atmosphere.	
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## Managing Behaviour – Consequences

Alongside the behaviours, we use a corresponding system that outlines the consequences for each instance of inappropriate behaviour. Consequences are also categorised into the

same coloured bands, in order that staff can identify proportionate responses to inappropriate behaviours. This also ensures there is consistency across the school in how behaviour is managed. We expect parents to support us in the use of sanctions to improve children's behaviours, in order that they achieve academically, to the best of their ability. This system of corresponding bands, helps children to understand the relationship between behaviours and consequences. Our overriding aim is to equip children with the strategies and tools to operate with self regulation and self discipline in all aspects of their lives. We want children to be happy, safe and successful. We recognise that for many children, this is a developing process and that children will be continually supported in this development by all members of staff. When dealing with inappropriate behaviour incidents, staff:

- Identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Give a clear reminder of expectations and desired behaviour before issuing a consequence unless Orange or Red behaviour.
- **Use the script** - *I need you to ... because you are...*(explain rule not being followed). If you *continue then...* (explain consequence). When script ensure words are limited.
- Focus on the behaviour being unacceptable, not the child.
- Know that it's the school rules that help a child to reflect/ develop/ learn about appropriate behaviour and sanctions so there's no need to shout and be intimidating.
- Ensure that sanctions are private and praise is public - wherever possible. However, it is important that all other children know and believe that consequences have been used to try to modify inappropriate behaviours
- Act with consistency because we care about the child behaving appropriately 100% of the time, not 95%
- Use a second member of staff in difficult situations as a witness and for support
- Feel empowered to give consequences / sanctions as per the behaviour bands
- Give consideration to pupils with additional needs, but do not allow this to be used as an excuse for inappropriate behaviour

The school's Assistant Principal or if not available the Principal are always made aware of red band behaviours and consequences, as soon as it is possible to do so, without disrupting learning or any other business of the school. The Assistant Principal offers advice and guidance so that staff can manage red band behaviours. Teachers ensure these behaviours are logged in the school's records (Arbor). Only the Principal, Assistant Principal – or in their absence – a designated person can suspend a child from school. Only the Head Teacher can permanently exclude a pupil. In the case of extremely challenging, violent, aggressive or disruptive behaviour, we use quiet, safe spaces for children to calm down. We have the authority to use isolation spaces for a limited length of time and it is up to the school to determine the duration of a child's time in isolation. We are always guided by the child's responses in this. Children remain supervised at all times.

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. Physical intervention will only be used as a last resort.

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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.

## Advice on Managing Key Behaviours :

<b>Absconding:</b>	<p>If a pupil leaves the site during the Academy day or leaves an activity off site without the expressed permission of a member of staff: The parent/carer will be informed immediately. If the pupil's location and safety can't be guaranteed , the police will be contacted to report the pupil as missing. The pupil will not be received back to the academy for that day – they will be suspended for the remainder of the day</p>
<b>Children leaving the classroom</b>	<p>Leave room = 5 minutes off of the next break or lunch (social time) for every further minute out of the room equals a further minute lost If during the afternoon after morning and afternoon breaks, with the agreement of the Assistant Principal or Principal, children will come to school early the following morning with parent to complete the time. Parents must be contacted by phone and then followed up with Arbor communication.</p>
<b>Children not returning to the classroom from break and lunch or transition points</b>	<p>Leave room = 5 minutes off of the next break or lunch (social time) for every further minute out of the room equals a further minute lost If during the afternoon after morning and afternoon breaks. with the agreement of the Assistant Principal or Principal, children will come to school early the following morning with parent to complete the time. Parents must be contacted by phone and then followed up with Arbor communication.</p>
<b>Destruction of school environment</b>	<p>This is a criminal offence; Children will be expected to tidy the environment where destruction has been caused – either during break, lunch or the evening after school with parent or the following morning before school All incidents of damage will be recorded and notified to the Premises Manager and SLT. - We may use pictures of the damage to ascertain responsibility and inform parents. Parents will be informed on the day of destruction and a payment plan agreed to pay for the repairs to the equipment or damage to the property. Should the school need to ascertain a quote for remedial works the school will endeavour to send this within 7 days to the parents and a subsequent payment plan agreed.</p>
<b>Children refusing to remove hat or hood</b>	<p>After a reminder it will automatically be 5 minutes off of the next break or lunch (social time). Every further minute the hood or hat is worn is a further minute off of the break or lunch. If during the afternoon after morning and afternoon breaks, with the agreement of the Assistant Principal or Principal, children will come to school early the following morning with parent to complete the time. Parents must be contacted by phone and then followed up with Arbor communication.</p>

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<b>Making loud noises – which includes banging, scraping, slamming and shouting</b>	5 minutes of my social time for the first noise and for continued noises it is a further minute for every minute it continues. If during the afternoon after morning and afternoon breaks. with the agreement of the Assistant Principal or Principal, children will come to school early the following morning with parent to complete the time. Parents must be contacted by phone and then followed up with Arbor communication.
<b>Refusal to complete consequence</b>	Staff to consider behaviour bands – and apply appropriate actions.

## Managing Behaviour on entry to school:

<b>Children arriving at school with incorrect uniform and PE kit.</b>	<p>expected as part of parental agreement. Parents will be contacted to bring the correct uniform to school and this will be</p> <p>Staff will closely monitor pupils to make sure they are in correct uniform. We will give any pupils and families breaching the uniform policy the opportunity to comply, If there is an ongoing breach of the policy, the following steps will take place:</p> <ol style="list-style-type: none"> <li>1. Arbor message to be sent to parent" We have noticed your child has not been wearing the correct uniform. A reminder the correct uniform is..... If you have any questions or concerns, please get in contact." This will be monitored for 7 days.</li> <li>2. If the breach continues, a phone call will be made to parents by the class teacher. This will then be monitored for another week.</li> <li>3. If the breach continues, a member of the senior leadership team will be in contact with the parents to discuss the matter further. These conversations need to take place with the parent/carer and not directly with the child. In cases where it is suspected that financial hardship has resulted in a pupil not complying with this uniform policy, staff will take a mindful and considerate approach to resolving the situation.</li> </ol>
<b>Children arriving at school with mobile phones</b>	Children will be asked to hand these in at the door on entry to school and they will be returned to the children/parent on the playground at the end of the day.
<b>Children arriving with bags of sweets, chewing gum energy or isotonic drinks or fizzy drinks</b>	Children will be asked to hand these in and they will be returned to parents upon collection at the end of the day. If the child walks home parents need to come and collect the item. Parents will be informed through an Arbor message that their children arrived at school with a prohibited item. If children are found with these during the day it will be 5 minutes of playtime and a minute every minute after you won't hand it in.

## Support for pupils to improve behaviour

As a school, we use a range of supportive measures to help children to improve their behaviour. We recognise that, more often than not, inappropriate behaviour is the result of a child trying to communicate needs to us. We will always try to identify the underlying causes of inappropriate behaviour, in order to address these also.

### **Universal - for all pupils**

- Explicit Behaviour Teaching
- Assemblies
- PSHE Curriculum, which includes British Values –
- Reward System

### **Targeted - for pupils needing additional support**

- Reward Charts



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Behaviour Reports  
Pastoral Team Support  
MHST Support  
Stop, Think, Do  
Zones of regulation  
Social stories

## **Immediate Intervention Specialist - for pupils needing more intensive, specialised support**

SEMH Panel  
Education Inclusion Partnership support  
Educational Psychologist advice and support  
Outreach Support

### **Information for Staff Only:**

#### **Consequences**

When behaviour requires a child to miss part of their break or lunch time, Teachers are to use this time to remind them of the expectations. In the event that the Teacher is unable to remain with the child during the consequence time, the pastoral and leadership team will endeavour to support with this. Each year group has been assigned a member of the pastoral or leadership team to support with break and lunch time consequences where needed. A member of staff must let the adult that has been assigned to their year group know as soon as possible if a child or children needs to miss their break or lunch time and this cannot be covered by the class teacher. If the named member of the pastoral or leadership team is not available, another member of the pastoral or leadership team should be notified.

EYFS/KS1- NM  
Year 3/4- JJ  
Year 5/6- ET/SR

#### **Spotlight Meetings**

Every Thursday after school, the pastoral team will hold Spotlight Meetings. This is an opportunity for Teachers to discuss children that may require additional support or that you have noticed a change in their behaviour. Please come to the meeting prepared to discuss the following questions:

What is working well?  
What are you worried about?  
What needs to change?

Following the meeting, the pastoral team will put into place any actions that are agreed, monitor the behaviour and a follow up meeting will be scheduled.