



**NEWTON
COLLEGE**



**International
Schools
Partnership**

Behaviour Policy Early Years and Primary

2025 - 2026

Reviewed by: Sarah Moran

Next update: July 2026

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 (for celebrating good behaviour and daily dojos in KS2 for celebrating students who stay on green all day)
- Good to be green (EYFS/KS1 traffic lights on green, KS2 “good to be green” card on display every day)
- Praise in class and in assemblies (dojo points, verbal praise, stickers, etc.)
- EYFS/KS1 Star of the Week
- KS2 Privilege Cards
- Privilege Card Menu for students to choose from upon receipt of a Privilege Card
- Golden Time at the end of the week
- Dojo parties for those students achieving certificates in Primary - to celebrate their achievement

Staged Approach

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

Stage 1 Early Years and KS1– 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 Reflection 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.
- A yellow or red card will remain so for 24 hours and at this time can be returned to a green card for a fresh start.
- Children will have opportunities to move back to green if their behaviour improves.

Stage 1 KS2– Quality first teaching/provision

- Visual prompts are used to support expectations of behaviour (e.g. visual displays of expected behaviours in all classrooms).
 - 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.
-

- After a verbal warning, they will receive a tick.
- Following the accumulation of a third tick, the student will be asked to change their green card to a yellow card on the dojo display chart.
- The student will then go to a partner class (within the year group) with a reflection activity to complete for no longer than 10 minutes.
- If the behaviour continues, the verbal warning and tick system is repeated until the student reaches a sixth tick upon which, they will be asked to move their yellow card to red.
- Parents will be informed if their child has received a yellow or red card.
- After a period of 24 hours, all names are returned to a green card for a fresh start.
- Children will have opportunities to move back to green or have ticks removed throughout the rest of the day, if their behaviour improves.
- Teachers record all incidents including actions taken on a class record which is overseen by the Key Stage Coordinator.

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.
- The Key Stage Coordinator and The Head of Early Years/Primary will be informed.
- If poor behaviour continues after the plan there will be a meeting with the parents, class teacher, Key Stage Coordinator or the Head of Stage and if necessary the school psychologist to discuss next steps.

Yellow/Red behaviours

There are some behaviours that are deemed to be dangerous or upset the positive learning environment we endeavour to create in an extreme way. These behaviours can be found listed in our appendices and warrant instant yellow or red traffic light or card without any verbal warning or use of the tick system.

Physical restraint

In the case of incidents where children may present a danger to their own safety or those around them, safe physical restraint may be required. 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 our [Anti Bullying and Cyber bullying Policy](#) for more information.

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
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- 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?

Golden rules

At the beginning of the school year the class teacher discusses the school 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

Classroom rules

Teachers also create classroom rules with pupils and have visual aids to support these rules.

Traffic Lights

- Each class has a traffic light display (with either name cards, photos or pegs), See photo:



- 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 **Reflection Area** (within their own class) and the teacher will explain to them why this has happened.
- If behaviour persists, children are to be taken to another class within their year group (not an older or younger class)
- Repeated red behaviour to be reported to the 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 **Reflection 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 reflection area this should be fed back to their class teacher and teacher on duty must explain to the child why they are there. 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 (1 per specialist). Pupils will also receive a sticker in assembly
 - In some classes the Star of the Week will take home the class mascot for the weekend.
-

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. These are recorded electronically (using "Class dojo").

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 shows the mark or bruise. Use the phrase 'teeth are for eating not biting, biting a friend makes me sad'.
- 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?

Classroom Rules/Good to be Green

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. 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 each classroom and all communal areas. This way, every student will be aware of the standard behaviour that is expected throughout the school.

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 350 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:

- 150 dojos = Bronze award
- 250 dojos = Silver award
- 350 dojos = Gold award
- Highest number of dojos in the class at the end of the year = Dojotastic award

When the student receives an award (bronze, silver or Gold), they receive a special certificate, which is awarded in class and will be mentioned in our assemblies.

Rewards

Daily Dojos

If students are able to keep their green card all day, they will receive a daily dojo.

Dojo Parties

End of term dojo parties will be planned by our Behaviour Working Party members. Dojo parties will take place within each year group at the end of term and will be organised as follows:

Term 1: Children who have achieved bronze will celebrate during one period while the others in the year group continue with lessons as normal.

Term 2: Children who have received bronze and didn't attend a celebration last term will be invited to for one lesson. Those who achieved silver will celebrate for two lessons. All others in the year group continue with lessons as normal.

Term 3: Children who have received silver and didn't attend a celebration in term 2 will be invited to celebrate for two lessons. Those students who achieved gold, will be invited to celebrate for three lessons. All others in the year group continue with lessons as normal.

Golden time

To encourage our positive behaviour, we reward children in Primary who have displayed green behaviour for the majority of the week will access golden time, which will last 30 minutes and is timetabled on a Friday. Golden time activities are chosen based on the children's preferences and are exciting in order to encourage good behaviour.

Consequences and Reflection

Investigation of Incidents

As in all areas of life, we understand that there can be various perspectives on how an incident may have taken place. To ensure that we fulfil our aim 'to ensure the safety and well-being of all members of the school ', we allow all students to have their voices heard. When an incident has taken place, these are the steps taken:

- 1.) The teacher supervising at the time of such an incident, will ask the students directly involved as well as witnesses to write a statement reporting what they believe happened.
- 2.) The teacher will then review what has been written with each student in order to come to a conclusion as to what may have occurred using an impartial approach.
- 3.) Consequences will then be issued to any student found to have broken our three golden rules or displaying any behaviours described in our yellow/red behaviours table.
- 4.) Parents of those students directly involved will be informed.
- 5.) Class records will be updated with a description of what took place.

Consequences and Reflection

As stated previously, in our school, we focus on giving our students time to reflect on any behaviour that breaks our golden rules.

Reflection: In order to encourage reflection, we have an activity for students to complete upon receiving a yellow or red card. This period of reflection will take place in a partner class within the same year group. The student will be given 10 minutes to think about what decisions they have made that resulted in this consequence. They take time to reflect and are given the opportunity to apologise if this is appropriate.

Immediate Consequence: As an additional and immediate consequence, students will not receive their daily dojo if they complete the day with ticks on the tick sheet or they end their day with a yellow/red card.

Longer Term Consequence: Furthermore, they will have 10 minutes taken from their Golden Time at the end of the week. In the case of a red card, the reflection activity remains the same but they will lose 20 minutes of their Golden Time.

Residential Trips

In Year 4, Year 5 and Year 6, our students enjoy the option of joining in a residential trip away from school. These residential trips are overnight and away from our usual school environment. As there are health and safety factors to consider when taking students outside the school environment, it is important that students choosing to participate in this option follow our behaviour policy accordingly. It is important that students show positive behaviour in the weeks leading up to the trip which takes place at the end of term 3.

In order to ensure the safety of all of our students, in the final term, any student who has received three yellow/red cards will undergo a period of evaluation. Class teachers will communicate this with the Key Stage Coordinator, Head of Stage and parents along with clear details of which expectations must be met in order for the student to safely attend the trip.

Any parents of students who are following an ILP (Individualised Learning Plan) will meet with class tutors to discuss expectations in order for these students to be able to safely attend the trip.

The school reserves the right to evaluate that a student cannot safely attend the trip.

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

Playtime and Lunchtime

Students are expected to treat all adults and students with respect and use good manners during our patio times whether in the playground or in the dining room.

To encourage positive behaviour, our dining room staff can award dojos and give praise to children showing good manners. There is also a certificate that the dining room staff award each week in assembly to one child from each year group. Similarly, staff will record children who are not following our dining room rules and this information will be passed on to the class tutor who will decide on suitable consequences.

A reflection area is designated on the patio and the teachers supervising the students there will oversee any reflection activity that needs to take place whether this be some time out for play or a conversation about the consequences of their actions. The supervising teacher will relate this to the class tutor who will follow our usual procedure.









Playground Buddies – Y5

Students are selected through a recruitment process (led by a Playground Buddy working party), 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 is 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.

Appendices:

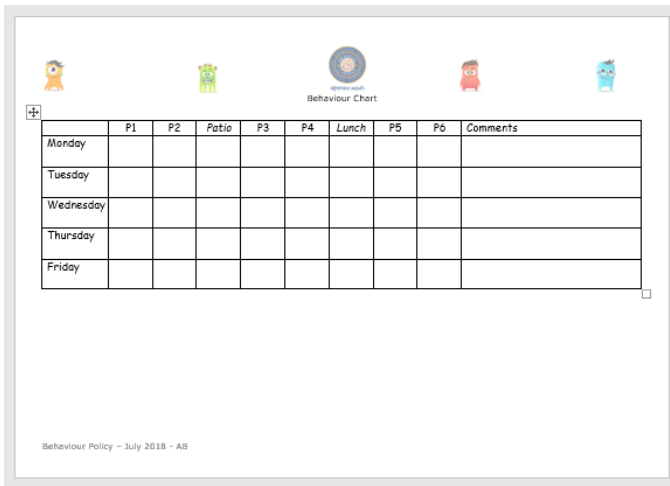
Appendix 1

[Physical Dojos – examples](#)

 <p>Mr</p> <p>Patino</p>	 <p>Mrs Haywood</p>	 <p>Mr Jenkins</p>	 <p>Mr Throne</p>
 <p>Mr Men</p>	 <p>Mrs Minnie</p>	 <p>Mr X</p>	 <p>Miss Honey</p>

Appendix 2

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

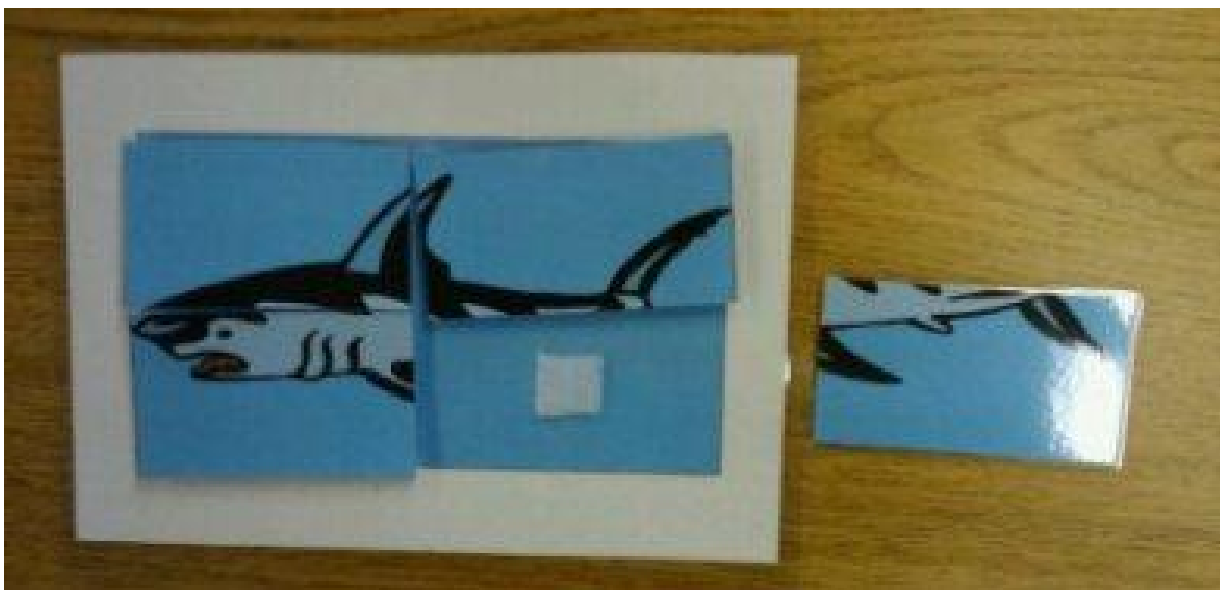


	P1	P2	P3	P4	Lunch	P5	P6	Comments
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

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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.
-

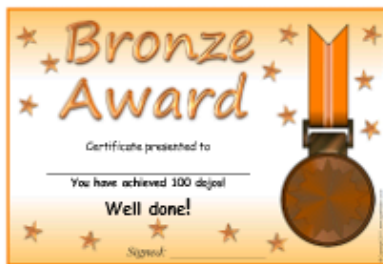
Appendix 5:

Dojo-tastic Certificate



Appendix 6:

Bronze (A5), Silver (A5) and Privelege (A4) Certificates




Appendix 7:

Privilege Card Rewards or Star of the week rewards:

- Use of the 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 8:

Green, Yellow and Red Behaviour and Sanctions


 Laude Newton College
 Green, Yellow and Red Behaviour

On Green Level 1 behaviour	Sanctions/Steps	
<ul style="list-style-type: none"> * Out of seat * Rocking on seat, slouching * Calling out * Not listening/peying attention * Pushing, shoving in line * Running indoors * In wrong place * Not working * Not clearing up 	<ul style="list-style-type: none"> * 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 	1 st . Informal gesture: eye contact, frown, gesture 2 nd . Verbal warning (could be a private reminder about behaviour we wish to see and invitation to make correct choice) 3 rd . Move to Level 2 – yellow card.
Persistent level 1 AND/OR Level 2 behaviour	Sanctions/Steps (Yellow)	
<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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)	
<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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. 2 nd 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 9:

Good to be Green Chart



Appendix 10:

Reflection Sheet Y1 & Y2 (A5)

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 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

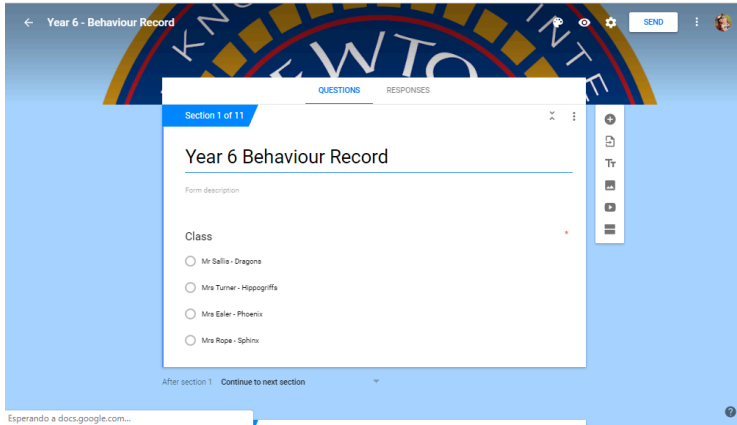
How has your behaviour affected others? _____

What will you do differently next time? _____

Teacher _____ Parent / Guardian _____

Appendix 11:

Class Behaviour Record



The screenshot shows a Google Forms interface for a 'Year 6 Behaviour Record' form. The form is titled 'Year 6 Behaviour Record' and is currently in 'Section 1 of 11'. The form description is blank. The 'Class' question is a multiple-choice question with four options: 'Mr Sallis - Dragons', 'Mrs Turner - Hippogriffs', 'Mrs Ester - Phoenix', and 'Mrs Rope - Sphinx'. The form is displayed in a mobile view with a blue background and a 'SEND' button in the top right corner. The browser address bar shows 'Esperando a docs.google.com...'.

Appendix 12:

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 13:
[Personal Behaviour Plan](#)

The form is titled "Personal Behaviour Plan (PBP)" and includes the following sections:

- Name:** _____ **Class:** _____
- Behaviour Policy Stage:** _____ **Staff:** _____
- Purpose of the PBP:** _____
- Monitored by:** _____
- Reinforce and Withdraw:** _____
- Reduce Interventions:** _____
- Last Reviewed:** _____
- Next Review:** _____
- Parental Signature:** _____
- School Signature:** _____

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Appendix 14:
[ABC Form](#)

The form is titled "ABC Recording Form" and includes the following sections:

- Date:** ____ / ____ / ____ **Time:** _____
- Child(ren) involved:** _____ **Staff involved:** _____
- Antecedent (trigger):** _____
- Behaviour:** _____
- Consequence:** _____
- Signature(s):** _____ **Role:** _____
- Signature(s):** _____ **Role:** _____
- Shared / discussed with:** _____ **Role:** _____

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Appendix 15:
[Homework Slip](#)

The form includes the following sections:

- Date:** ____ / ____ / ____ **Lesson:** _____
- Signature:** _____
- has not completed his / her homework. Please bring it completed tomorrow.
- Teacher:** _____ **Student:** _____
- Parent / Guardian:** _____

