



Primary Specific

Behaviour Management Policy

Last Reviewed Date: 14th June 2025

Reviewed by: J Kingham DHOP-P

Next Review Date: 2nd June 2026

A pupil's behaviour can often be linked to their general well-being both in school and at home. Both EYFS/Primary and Secondary (Middle/Upper schools) have School Counsellors to refer a pupil if a staff member is concerned about their well-being.

Our school's behaviour policy aims also to develop a pupil's character alongside our Character Education programme, Philosophy 4 Children programme, Qatar Values initiatives and our School Values of Personal Accountability, Support, Respect, Empathy, Transparent Communication, Honesty, Diversity, Environmental Awareness and Social Responsibility.

Through the restorative and reflective aspects of this policy, NIS-Lagoon aims to empower pupils to become compassionate global citizens through inclusive learning, intercultural dialogue and active engagement with global issues.

The following policies support student well-being and safeguarding:

- **Child well-being policy (whole school)**
- **Safeguarding Children and Child Protection Policy (whole school)**
- **SMSC (Spiritual, Moral, Social and Culture) Policy (whole school)**

An effective behaviour policy relies upon:

- Regular parent contact - both positive and negative
- Teaching and modeling expected behaviours
- Consistent implementation across the whole school by all staff
- Regular rewards, praise and recognition of student efforts
- An emphasis on the value of intrinsic rewards
- Effective and age-appropriate consequences when needed
- Anticipating and pre-empting issues before they arise

School Values and Student Virtues

Our behaviour policy has as its foundation our School Values and Student Virtues (linked to Character Education and the 4Cs of P4C).

School Values: Respect, Honesty, Empathy, Support, Diversity, Personal Responsibility, Social Responsibility, Environmental Awareness, Transparent Communication

Student Virtues (4Cs): Caring, Critical (thinkers), Collaborative, Creative



There will be a focus on a particular Value for part of the year with all staff and students recognising and celebrating those pupils who display that Value. The 4C Student Virtues are on the school's House Points and are linked to monthly Character Education virtues.

Positive Home – School links

It is vital for any behaviour strategy that parents are kept informed of their child's positive behaviour in class through the class email, Class Dojo or phone calls home. Regular communication builds a positive relationship and encourages positive behaviour by students. Regular communication also makes it easier to discuss negative behaviour if needed.

Whole School Positive Management Strategies within the Classroom

- At the start of the school year, and enforced throughout the year, Teachers must teach and model expected levels of behaviour in a variety of scenarios of daily school life.
- As part of our whole school strategies, all classes must use a behaviour ladder to provide continuity of behaviour strategies for Specialist staff and to visually help students self-regulate their own behaviour. A child's place on the behaviour ladders at the end of the day can be turned into Dojo points to make linking of management strategies easier for the teacher.
- Class Dojo points are a central form of positive reinforcement and communication with parents.
- Class teachers are actively encouraged to use whatever additional strategies they wish to as part of their classroom management strategy (e.g. table points).

House Points (HPs): Recognising Positive Behaviour and Striving for Excellence

- HPs are the foundation of our whole school PBIS strategy and as such it is essential that all staff are involved in awarding them, especially to students outside their year group.
- Throughout the school, any child's positive behaviour should be recognised by any member of staff and awarded an HP (*staff have a minimum of 30 per week to award*).
- House Points can also be awarded to reward good work (see the Marking & Feedback Policy).

Class Dojo

This is the easiest form of communication available. Regular updates and teacher responses to parent messages will build a positive relationship with your parents which, in turn, will have a positive effect upon behaviour

Class Dojo: Class Story (www.classdojo.com)

- The use of Class Story on Class Dojo is compulsory for all classes.
- Class story should have class events, learning walls and general communication/notices on it.
- All of a pupil's teachers must be linked to their Class Dojo (including Specialists)
- Only pupils whose parents have given consent should have their photo posted on Class Dojo.

Class Dojo Points: Linking HPs, Behaviour Ladders and other strategies together

- Class Dojo points are the simplest way of both counting HPs and linking Behaviour ladders for assemblies and to rewards but the use of Dojo points is OPTIONAL.
- The Dojo Points screen should not be used during a lesson, the behaviour ladder must be used in its place.
- This use and amount of Dojo points awarded for positive behaviour should be uniform across a year group
- Dojo points are reset after the Dojo reward day.

Dojo Shop

- HPs/Dojo Points can be redeemed at the 'Dojo Shop' (e.g. choosing teacher's chair for the day; Class or Year group parties).



- Pupils can choose their reward Dojo shop item which will be 'redeemed' from the Class Teacher. Whole class Dojo rewards (e.g. pajama day) can be redeemed termly.
- Dojo shop rewards are decided by the School Council at the start of the academic year.

Awards and Certificates

Pupil 'Star of the Week'

At Year Group assemblies a pupil Star of the Week from each class receives a certificate and has their photo displayed in the ground floor awards board.

Class of the Week (Class Teachers)

The class with the most weekly HP/Dojo points are announced in assemblies and displayed on the ground floor board.

Class of the Week (Specialists)

Each week a different Specialist will choose their Class of the week to be announced at assembly and displayed on the ground floor board.

Class of the Week (Attendance)

Each assembly the class with the best attendance will be announced. This class can either visit the park the following Thursday or have a 'Choice award' depending on the outside temperature.

House of the Week

Each week the amount of HP/Dojo points per house is announced and displayed on the House total display board.

House Of the half term

The House with the highest number of points at the end of a half term is announced and that house is permitted to wear house colours after the midterm or end of term assessments.

PBIS Winners (half termly)

Every half term, four pupils per year group (one from each house) will be chosen as PBIS winners to receive a 'prize' and be displayed on the PBIS board on the ground floor.

Dealing with Negative Behaviour

PBIS has clearly defined procedures for dealing with negative behaviour in the classroom or around school.

The emphasis with PBIS is to focus on positive behaviour in order to pre-empt negative behaviour.

The Four Steps to Promoting Positive Behaviour

1. **Positive Triangulation** – praise and reward (HP/Ladder) the children around the pupil exhibiting negative behaviour - focusing on the positive behaviour rather than the negative behaviour.
2. **Gentle reminder** – quietly and calmly remind the pupil of the need for positive behaviour
3. **'Praise in Public, Punish in Private'** – at an appropriate time, calmly remove the pupil from other pupils for a brief, one-to-one conversation pointing out how the behaviour can be improved. Provide the pupil with a choice (e.g. 'You clip yourself down or I will clip you down and we will move on.' (behaviour ladder)) to end the situation. This gives the pupil ownership of the resolution, within our set parameters..
4. **Cooling Off Time (in class)** – To encourage and help pupils to self-regulate their own emotions, each class has a Cooling off area, where pupils can choose or be directed to go, to be given time to calm down and assess their behaviour. The time in this area should be timed.
5. **Issuing a referral** - Should negative behaviour continue either issue a minor referral (for minor incidents) or contact SMT or Phase Leaders if the behaviour warrants a major referral.

A Teacher must not threaten a referral but not issue it, doing so removes all authority the behavior policy



has.

Buddy classes

Buddy classes provide a cooling off period for younger pupils but can be a work avoidance tactic for older students.

Key Stage 1 - Should a pupil's behaviour require a cooling off time outside of the class the pupil should be sent to a neighbouring class for a period not exceeding 10 minutes. The pupil should take work and the teacher of the Buddy class be informed of the reason why they have been sent.

Key Stage 2 - Buddy classes are less effective in KS2 where the pupil may disrupt the Buddy Class and continue to disrupt their own class on their return as they have not followed the lesson. Should a pupil need to be removed a member of SMT must be called so an intervention can take place, the relevant referral issued if needed and parents informed.

No child should be made to stand outside a class.

Minor and Major Referrals

Minor Discipline Referral Form (mdr) (Appendix II, Appendix IV (Arabic translation))

- Once these steps have been followed, and the behaviour continues, an mdr is issued.
- Some behaviour results in the immediate issuing of an mdr (in bold type on the mdr form).
- mdrs must be completed by the Teacher who witnessed the incident who is also responsible for informing parents and class teachers.
- Should a pupil receive three mdrs within a month, this will result in the issuing of an MDR.

Once an mdr is issued to a student two things should be done by the teacher issuing the mdr:

1. Parents should be informed that day of the mdr (telephone, Dojo or school email with Class Teacher cc'd).
2. mdrs are handed to the Deputy Head (Pastoral) by the student at the next break detention session. The student may have a detention with the DHOP-P then if needed.

Major Discipline Referral Form (MDR) (Appendix III)

- Negative behaviour of a serious nature will result in the immediate issuing of an MDR.
- Teachers refer the pupil to the DHOP-P, who completes the MDR and contacts the student's parents to meet them to discuss the matter.
- Copies of MDRs are kept in a pupil's permanent file, returned to the Class Teacher as well as being entered on SIMs (data entered by the DHOP-P).

Zero Tolerance

Bullying and Fighting: NIS Lagoon has a zero tolerance policy for certain types of anti-social behaviour. Fighting and bullying will not be tolerated in school. If a child is caught fighting or bullying other students, an MDR will be issued and parents will be contacted in line with our PBIS strategy (please refer to the school's **Anti-Bullying & Cyber Bullying Policy**).

Persistent Disruption:

All KS2 pupils who are issued with a minor referral for disruption will receive a major referral for a repeat incident. A student whose disruption seriously affects the teaching and learning within a class, should be referred to the DHOP-P



who will issue an MDR. Disruption of any assessment will result in a major referral immediately.

Consequences

These should be age appropriate, followed through on, effective and, whenever possible, with the teacher issuing the referral. Time spent conferencing with a student and communicating with parents is often effective.

Detentions

One consequence of negative behaviour is a supervised detention. These can be held during 2nd break times with the teacher who issued the mdr or, if in some circumstances, with the DHOP-P.

Detentions should only be held during outdoor breaks to prevent a student missing both breaks.

Suspension or Expulsion From School

NIS Lagoon regards the following as valid reasons for a suspension if no other option is available but suspension is seen as a last resort for Primary-aged students:

- Bullying of a pupil
- Physical attack, or serious verbal abuse, of a pupil or member of staff
- Persistent or severe disruptive behaviour in class
- Persistent issuing of mdrs that result in the regular issuing of MDRs.
- Significant damage to property, either in or outside school or stealing from school, staff or students
- Unacceptable behaviour of a moral nature

Contracts & Daily Behaviour Charts (Check In, Check Out - CICO)

Student- Class Teacher Contract

- Repeated offenses resulting in MDRs or mdrs may result in a pupil signing a contract with their class teacher. This will outline targets as well as future consequences and rewards set by both pupil and teacher. These targets will form the basis of daily behaviour CICO charts.
- CICO Behaviour Charts – these are given to a pupil to motivate and monitor them in class. Teachers 'score' pupils for each lesson against their own targets. pupils Check In and Check Out (CICO) with the DHOP-P in both the morning and afternoon.
- Daily scores are logged and shared with parents/Class teachers weekly.
- Class teachers must check the chart has been returned to the DHO=P at the end of the day.

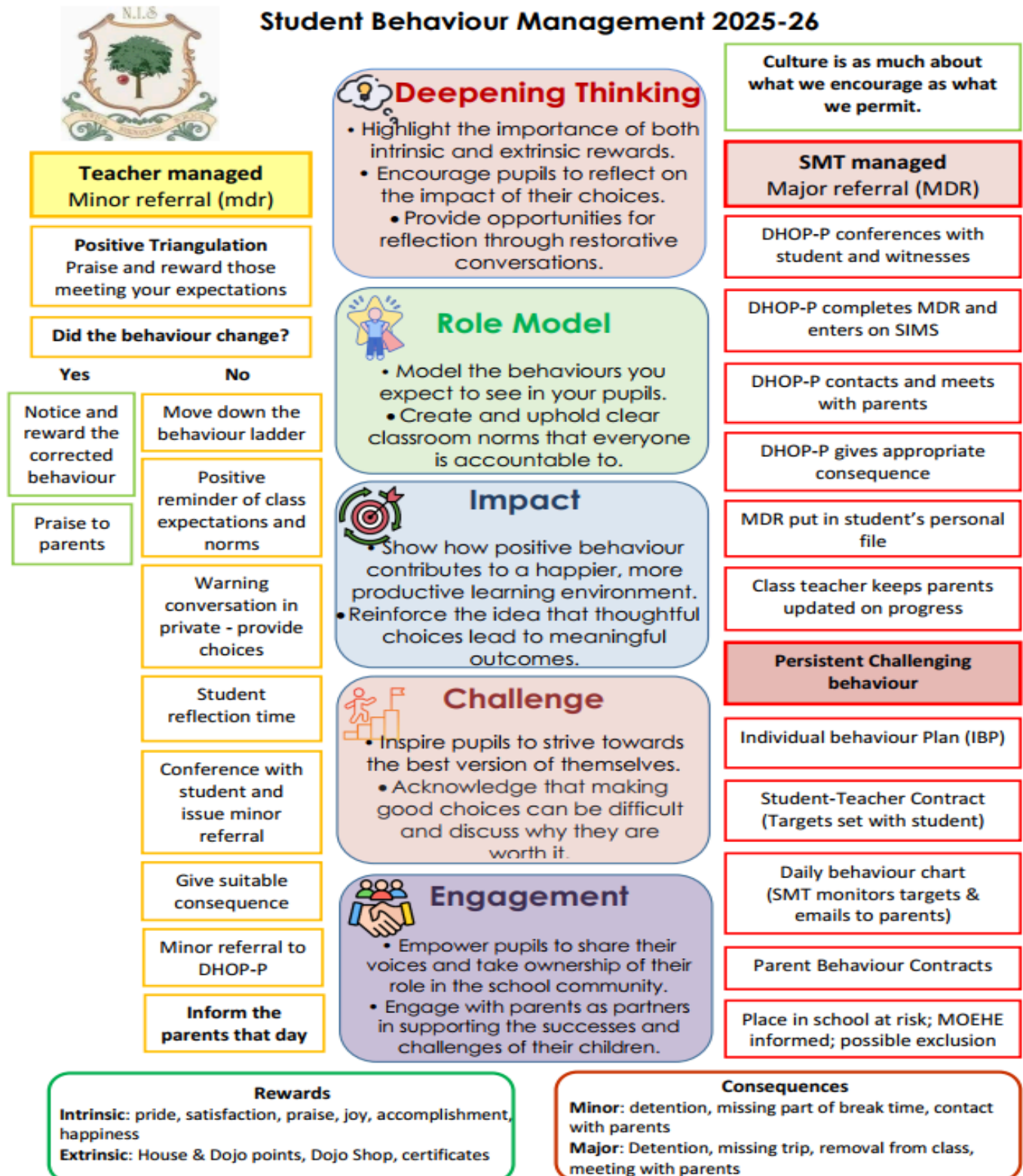
Parent Behaviour Contracts

For repeated offenses resulting from MDRs a pupil's parents will be asked to sign a Parent behaviour Contract. The breaking of these contracts may result in a pupil being asked to leave the school at the end of the academic year.



Appendix I: PBIS Behaviour Management Flowchart

This flowchart shows the necessary action to take regarding the types of negative behaviour exhibited at NISL.





Appendix II: mdr NIS Lagoon Minor Referral Form 2024-2025 (also available in Arabic language Appendix iv)



NIS Lagoon Minor Referral Form 2025-26

Student Details			
Name:	Class:	Date:	Staff member issuing referral:
Time of Incident			
☐ Arrival ☐ Before 1 st break ☐ 1 st Break ☐ Between breaks ☐ 2 nd break ☐ After 2 nd break ☐ Dismissal			
Location of Incident			
☐ Classroom	☐ Specialist _____	☐ Upper Playground	☐ Gym/Swimming Pool
☐ Hallway/Stairs	☐ Bathroom	☐ Lower Playground	☐ Off-campus event
☐ Other:			
Incident			
☐ Disruption hinders learning process (after 1 warning)		☐ Defiance/Not following teacher's instructions	
☐ Disrespect		☐ Unprepared for class (e.g. lack of equipment, etc.)	
☐ Physical Contact/Aggression/Intimidation (minimal)		☐ Pattern of not attempting work and/or homework	
☐ Out of bounds/Leaving supervision without permission		☐ Pattern of lateness: to school OR class	
☐ Inappropriate language/Gestures (inc. Arabic in English lessons)		☐ Pattern of dress code violations (inc. PE kit)	
☐ Other:			
Description of Incident			Others involved
Teacher Action	☐ Conference with student	☐ Notify Parents (Call/email/Dojo)	
Consequence	☐ Break time Detention	☐ Restitution/Community Service	☐ Other:

Teacher's name

Date

Student's name (sign)



Appendix III: NIS Lagoon Major Referral Form 2024-2025

NIS Lagoon Major Referral Form 2025-26

Student Details				
Name:	Class:	Date:	Staff member issuing referral:	
Time of Incident				
☐ Arrival ☐ Before 1 st break ☐ 1 st break ☐ Between breaks ☐ 2 nd break ☐ After 2 nd break ☐ Dismissal				
Location of Incident				
☐ Classroom	☐ Specialist _____	☐ Upper Playground	☐ Gym/Swimming Pool	☐ Assembly
☐ Hallway/Stairs	☐ Bathroom	☐ Lower Playground	☐ Off-campus event	☐ Other:
Incident				
☐ Persistent disruption (i.e. after warnings & cooling off period)		☐ Disrespect or Defiance - serious		
☐ Physical aggression – serious (e.g. fighting, spitting, in class)		☐ Bullying/Harassment/Cyber bullying/ Intimidation		
☐ Stealing / Cheating / Racism / Truancy / Vandalism		☐ Immoral or inappropriate physical contact / gestures		
☐ 3x minor referrals within one month		☐ Setting off fire alarm/ causing school evacuation		
☐ Other:				
Description of Incident				Others involved
SMT action(s)				
☐ Meeting with student		☐ Parent contact (meeting/telephone/ email)		☐ Parents did not attend or respond
Consequence				
☐ Break time detentions		☐ Restitution / School Community Service		
☐ Internal exclusion (break times or afternoon)		☐ External suspension		
☐ Excluded from out of school activities		☐ Other:		
Follow up Action				
☐ CICO Daily Behaviour Chart		☐ Referral to School Counsellor		
☐ Behaviour Contract (1 st , 2 nd or 3 rd)		☐ Referral to SEN / EAL departments		
☐ Other:				
Comments from Meeting with parents (overleaf if needed)				

(SMT signature)

(Student signature)

(Parent signature)

Date: _____



Entered on SIMS



Appendix IV: mdr NIS Lagoon Minor Referral Form (Arabic)

NIS Lagoon Minor Referral Form 2025-26

مخالفة سلوك تاتوية

Student Details			
Name الاسم الاسم	Class الصف	Date	Staff member issuing Referral: أصدر من الصف / مدرس مادة أخرى
Time of Incident الوقت			
☐ Arrival ☐ Before 1 st break ☐ 1 st Break ☐ Between breaks ☐ 2 nd break ☐ After 2 nd break ☐ Dismissal			
Location of Incident			
☐ Classroom / Specialist الصف / أحد صفوف المواد الأخرى		☐ Lower Playground الملعب السفلي	☐ Upper Playground الملعب العلوي
☐ Assembly ساحة الاجتماع		☐ Bathroom الحمامات	☐ Hallway/Stairs الممر / الدرج
☐ Other أماكن أخرى			
Incident السلوكية المشاكك			
☐ Disrespect عدم الاحترام			
☐ Defiance/Not following teacher's instructions التحدى / عدم سماع تعليمات المدرس			
☐ Disruption IN SCHOOL – hinders learning process تعطيل الصف- إعاقة المسار التعليمي			
☐ Disruption ONLINE – hinders learning process تعطيل الصف- إعاقة المسار التعليمي			
☐ Inappropriate language/Gestures كلام غير لائق (بذيء) / إشارات غير لائقة			
☐ Property Misuse/ Vandalism (minimal) استخدام ممتلكات المدرسة بطريقة خاطئة / تخريب/ انتهاك التكنولوجيا			
☐ Not prepared for class (e.g. lack of equipment) عدم التحضير المسبق للحصة وعدم إحضار القرطاسية			
☐ Pattern of not attempting classwork (3 set tasks) الإستمرار في عدم إنجاز الأعمال الصفية أو الواجبات المنزلية			
☐ Pattern of lateness الإستمرار في التأخر عن المدرسة			
☐ Physical Contact with minimal threat of injury العنف البدوي / الهجومية / التخويف/ التهديد بالضرب			
☐ Leaving Teacher supervision without permission ترك الصف أو المدرس المشرف في الملعب من دون إذن			
☐ Other: أسباب أخرى			
Description of Incident وصف الموضوع			Others مشاركين آخرين
Teacher Action	☐ Conference with student ☐ Notify Parents (Call/email/Dojo)		
Consequence	☐ Break time Detention ☐ Restitution/Community Service	☐ Other:	

(Teacher/Specialist signature)

(pupil signature)

Date:

- Contact parents the same day.