



Behaviour Policy

Our Vision

'An International community of learners striving for excellence and celebrating success'

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.



Purpose of the Policy

The purpose of this policy is to:

- outline the school's approach to managing behaviour;
- describe the roles and responsibilities of different sections of the school community in relation to behaviour management;
- set out how we expect pupils to behave;
- ensure a fair and consistent approach across the whole school;
- explain our systems for rewards and sanctions;
- describe the different types of guidance and support we give pupils to help them manage their own behaviour;
- describe additional support and interventions on offer for pupils who struggle to manage their behaviour;
- explain how we record behaviour;
- clarify the school's approach to specific issues including removal from classroom and suspensions and exclusions.

Statement of Behaviour Principals

At Newton British School, we have agreed these general principles in relation to behaviour in our school:

- Every member of our school community deserves to feel safe, respected and able to work in a calm and orderly environment.
- Pupils will be supported to understand how to behave appropriately and offered strategies and support to allow them to achieve this.
- We will not tolerate discrimination or abuse under any circumstances.
- Adults within our school are expected to set an excellent example at all times.
- Staff will be supported to apply the policy fairly and consistently at all times.
- We are an inclusive school and will only use exclusions, suspensions and removals as a last resort.
- All pupils will be treated with respect, regardless of their own conduct.
- We will use rewards and sanctions fairly and consistently.
- We understand that some pupils need extra support to manage their behaviour and strive to meet individual needs.
- We value the important role that families play in our school and work to build positive partnerships with parents/carers.
- We will share our behaviour policy widely so that the whole school community understands what we are trying to achieve and how we intend to do this.

School staff are strictly forbidden to use physical punishment or reprimands as a means of behaviour management or discipline, and doing so constitutes gross misconduct.

Roles and Responsibilities

Everyone within our school community has a responsibility for maintaining high standards of behaviour and supporting the implementation of this policy.

The Principal, Head of Primary & EYFS and Senior Management Team are responsible for:

- leading a school culture that encourages positive behaviour and tackles misbehaviour effectively;
- monitoring how effectively staff are implementing this policy;
- monitoring how the school manages behaviour and responding accordingly;
- ensuring that rewards, sanctions and other methods for managing behaviour are implemented fairly and consistently;
- ensuring that all staff are keeping records about behaviour;

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- analysing data on behaviour to evaluate the effectiveness of the school in managing behaviour and to identify any areas for further improvement.

Staff are responsible for:

- implementing this behaviour policy fairly and consistently;
- recording behaviour incidents and concerns in line with requirements;
- issuing rewards and sanctions in line with the school policy;
- modelling appropriate behaviour to pupils;
- treating all pupils with respect, regardless of the pupil's own conduct;
- fostering a positive learning environment where pupils are able to complete their work, feel safe and progress academically;
- implementing strategies that have been put into place to help pupils to manage their own behaviour.

Parents are responsible for:

- working in partnership with the school to support them in implementing this behaviour policy;
- supporting their child to understand how to behave appropriately;
- informing the school of any circumstances that may impact on their child's behaviour;
- discussing any concerns with a relevant member of staff.

Pupils are responsible for:

- ensuring that their behaviour is in line with the rules and expectations of the school;
- taking responsibility for their own behaviour;
- communicating concerns or issues that they have regarding behaviour to an appropriate member of staff.

School System and Expectations

At Newton British School, we have expectations and systems in place to maintain appropriate standards of behaviour. We are committed to establishing a positive learning environment where pupils treat each other with care and respect, and take increasing responsibility for themselves and others.

We are committed to promoting the Newton British School Values of respect, responsibility, communication, support, diversity, and environmental awareness as a means of promoting positive behaviour within the school environment.

Promoting Good Behaviour

Pupils need to be taught how to behave and be given specific strategies to help them take responsibility for their own behaviour. The strategies that we use in school to achieve this include:

- teaching children, the behaviours necessary to meet the expected standards;
- ensuring that this teaching is clear and not implied;
- prioritising time for this direct teaching;
- using a combination of pictures, photographs, and physical rehearsal instead of relying solely on language-based approaches;
- helping children comprehend the concept of learning behaviours;
- planning for regular reinforcement.

Pupil Support



The school will strive to meet the needs of individual pupils who struggle to manage their behaviour. Where relevant, the school will work with families and specialist staff to ensure that a tailored approach is devised.

Rewards and Sanctions

At Newton British School, we use an agreed system of rewards and sanctions to encourage appropriate behaviour. We understand that it is important to use rewards and sanctions fairly and consistently so that pupils know both what to expect and what is expected of them.

The following reward systems are in place to manage behaviour across the school:

Rewards:

- Praise should be explicit so the child knows exactly what it is they are being praised for.
- Share work/behaviour with another adult/and or with the rest of the class.
- Share work/behaviour with the Senior Management Team.

Class Award system

Children will be given awards for good work and behaviour in the form of Dojo points or House Points. This should be made explicit to the child. Stickers or prizes (not sweets or candy) may also be given if appropriate to the child.

House Points

Bronze certificate = 50 points

Silver certificate = 100 points

Gold certificate = 200 points

Platinum = 450 points

All certificates will be awarded in Assembly.

Star of the Week

Given to one child in each class at assembly for good work or behaviour. Arabic staff also award certificates each week in one of the three compulsory subject (Arabic, Islamic, Qatar History)

Specialist Cup

The Specialist Cup is awarded weekly by one specialist teachers to one class in Key Stage 1 and Key Stage 2 as recognition for excellent behaviour during the specialist lesson.

Principals Awards

The Principal's Award recognises exceptional behaviour, attitude, kindness, or achievements that surpass our everyday recognition of children's success.

The following sanction systems are in place to manage behaviour across the school:

Sanctions:

Disruptive Behaviour Incidents

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- **D1** - First warning for disruptive behaviour
- **D2** - Second warning for disruptive behaviour
- **D3** - Persistent disruption - Loss of 5 minutes Golden Time
- **D4** - See Team Leader for loss of more than 15 minutes of Golden Time

Serious Behaviour Incidents

- **S1** - incidents will be investigated by the Key Stage Coordinator - teachers must submit a yellow form to the office for record
- **S2** - incidents will be investigated by the Head of Primary & EYFS - teachers must submit an orange form to the office for record
- **S3** - incidents will be investigated by the Principal - teachers must submit a red form to the office for record

For more detail information regarding behaviour escalations please see Appendix 1 & 2

Loss of School Trips and Activities Privileges

The school may sanction pupils who consistently fail to meet the school's behaviour expectations by removing trip/activity merits. Children in Key Stage 1 have 5 trip merits, and children in Key Stage 2 have 3 trip merits. Should a pupil lose one of these merits, the class teacher will inform the parents. If a pupil loses all of their trip merits, they will no longer be allowed to attend the school trip or activity for that term.

Recording Behaviour

All staff are responsible for recording behaviour incidents that occur during their lessons. Each class teacher completes a class behaviour tracker daily, which can be accessed by all staff. The Senior Management Team will use these trackers to monitor pupils' behaviour daily.

Removal from Class

Removal of a pupil from the classroom is a disciplinary response where a pupil is required to spend time out of a classroom under the instruction of a member of staff. At Newton British School, we sometimes use removal in response to severe or repeated breaches of the school behaviour policy.

Removal is a serious sanction and will only be used when other options have been exhausted, or if the behaviour is so extreme that it requires the pupil to be removed straight away.

Removal can be used to:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

At Newton British School, we sometimes use removal as a response to serious breaches of the behaviour policy:

The following types of behaviour may lead to removal from class:

- Persistent deliberate disruptive behaviour (following S1 & S2)
- Repeated foul language
- Racism
- Shouting at staff members
- Theft
- Bullying
- Physical assault/threatening behaviour towards pupils

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- Physical assault/threatening behaviour towards staff

During a removal, we will make provision for the continuation of a pupil's education. The education that a pupil receives may not be the same as they would have had if they had remained in class but it will be relevant and meaningful. Pupils who have been removed from class will be supervised by a suitably trained and experienced member of staff.

Pupils will not be removed from classrooms for extended periods of time. The use of removal will always be kept to the minimum length of time required to achieve the desired outcome.

If a pupil is removed from a classroom, the pupil's parents will be informed on the same day.

Following a removal, we will support pupils to reintegrate back into the classroom as quickly as possible. The approach will be tailored to the needs of the individual pupil but could include:

- offering additional pastoral support;
- putting the pupil on an individual behaviour support plan;
- facilitating a restorative conversation;
- initiating additional academic support (when the incident is related to unmet academic needs);
- offering support or information to the pupil's family

Loss of Golden Time

At Newton British School, we reserve the right to remove pupil's Golden Time where this is an appropriate and proportionate sanction and it is in line with the Behaviour Policy. Pupils who lose Golden Time are expected to use time to reflect on their behaviour and are encouraged to think about positive ways to improve their behaviour.

Pupils in Year 5 and Year 6 will also be sanctioned with loss of Golden Time for failing to complete weekly homework assignments. They will be expected to complete homework during their lost Golden Time.

Preventing and Tackling Bullying

Bullying is distinct from other unkind or hurtful behaviour and has the following characteristics:

- intentional – the hurt was caused on purpose;
- repeated – it has happened more than once to the same person or group.
- Another common characteristic is an imbalance of power: those doing the bullying have more physical or social power than those being bullied.

Bullying can take different forms including:

- verbal bullying;
- physical bullying;
- cyberbullying;
- relational bullying, such as excluding others or spreading rumours.

For more information on Preventing and Tackling Bullying please reference the school's Anti-Bullying Policy

Biting Policy

In cases where a pupil is bitten by another the following action will be taken:

- The bitten pupil will go to the school nurse and receive first aid and will be comforted by staff.
- The pupil who has bitten will be removed from the area and sent to the Team Leader.
- Parents of both pupils' will be telephoned and informed but no pupil's names will be mentioned or disclosed to the other family.
- Parents may be asked to attend a meeting at the school.

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In Instances where persistent negative behaviour is shown the following action may be taken;

- Pupil will be sent to another class
- Parents will be asked to attend a meeting in the school
- Parents may be telephoned to collect their child from school
- The pupil will be put on a behaviour booklet to monitor their progress.

Suspension and Exclusion

At Newton British School, we believe that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Suspensions and exclusions can be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or following a serious incident. The Principal will use their professional judgement based on individual circumstances when considering whether to seek suspension or permanent exclusion of a pupil. Confirmation must then be sought from the CEO and then the Ministry of Education and Higher Education before any exclusion can take place. Further, documentary evidence of incidents relating to the child's behaviour will be made available.

Exceptional Circumstances

In cases where a pupil's behaviour consistently puts their own or others' health, well-being, or learning at risk, the school may request that the parents arrange for a full medical and psychological evaluation for their child. The results of this evaluation will help the school make the best decisions for the child.

If the necessary report or evaluation is not provided, the school reserves the right to withdraw the child's place for the next academic term. This also applies if the report identifies special needs that our mainstream school is unable to accommodate. In such cases, we advise parents to consider a school that can better meet their child's needs.

At various times during these stages the parents may be notified by letter and at some point during the process they may be invited to attend a formal meeting with the Principal.

Working with Parents

At Newton British School, we recognise that behaviour management works best when it is done in partnership with parents.

The school will endeavour to achieve positive home/school communications by:

- Promoting a positive environment in school.
- Giving regular, constructive feedback on their child's work and behaviour.
- Encouraging parents to come into school on occasions other than parents' evenings.
- Keeping parents informed of school activities by sharing assemblies, newsletter, curriculum talks etc.

Behaviour in EYFS

The Safety and the wellbeing of all children in the EYFS department at Newton British School is our upmost concern. We take great pride in the children's behaviour. At Newton British School we are committed to establish a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. It is important that all staff follow the policy to ensure that it is consistent and used effectively, this allows the children to be treated fairly.

Rewards



Positive reinforcement and praise is constantly used throughout all EYFS classes. At the end of every week, a child from each class will receive a Star of the Week certificate in assembly. Children are also rewarded dojo Points which is sent to the parents. We celebrate achievements with the children and their parents.

Our Sanctions

There will be times when children behave in an unacceptable manner and they need to be guided towards acceptable behaviour. Any daily problems will be discussed at the end of the day with parents. For instances where parents are not present, the teacher will send a message via class dojo or telephone home to inform them. For serious instances, parents may be asked to attend a meeting where the team leader or higher management are involved.

In EYFS we follow a script when dealing with unacceptable behaviour, these scripts are on the walls in all classes for teachers and teaching assistants to refer to. When a child is misbehaving, they are given their first warning, the teacher/teaching assistant will get down to the child's level and talks to the child about their behaviour and inform the child they are on their first warning. If the behaviour continues, they will move to the second warning and then time out.

In some instances, the following may be used:

- Re-direct the child to another activity
- Talk to the child, discuss what has happened
- Discuss in groups
- Sent to the team leader, if team leader is absent the child will be sent to another class
- In extreme cases, the child will be sent to the school principal
- Parental involvement

Links to other Policies

This policy should be read in conjunction with other relevant school policies. These include:

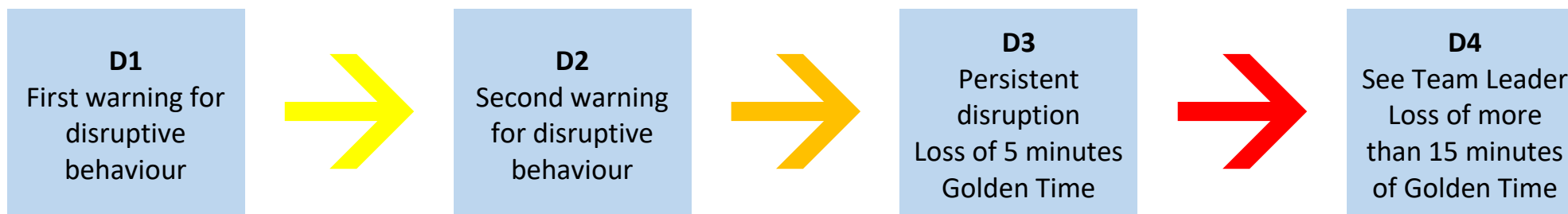
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Computing Policy
- Code of Conduct for Parents and Carers



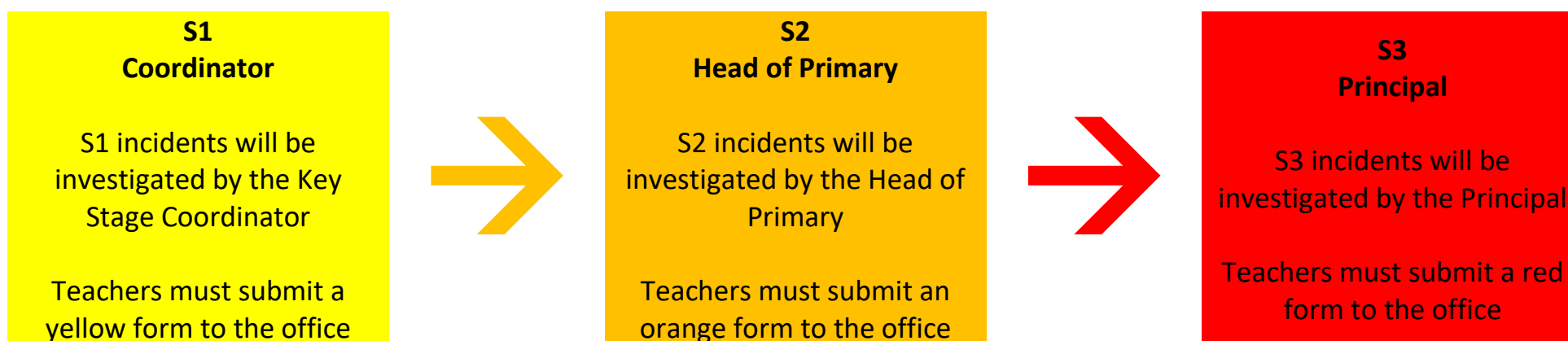
Appendix 1

Behaviour Sanction Escalation

Disruptive Behaviour Incidents - All staff will follow the same minor behaviour sanctions escalation.



Serious Behaviour Incidents - All staff will follow the same serious behaviour sanctions escalation.



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Appendix 2

Behaviour Sanctions

Disruptive Behaviour	Serious Level 1 – Coordinator	Serious Level 2- Head of Primary	Serious Level 3 – Principal
• Disrupting/disturbing others • Lack of effort/interaction in lessons • Annoying others • Interrupting teacher • Calling out • Talking at inappropriate times • Making silly noises • Out of seat • Running around school	• Deliberate disruption/disturbance in lessons • Ignoring adults requests to work/follow instructions • Deliberate disruption/disturbance of other children's play • Disrespectful comments • Continued failure to follow school rules • Damaging school equipment/property	• Continued deliberate disturbance in lessons • Repeated refusal to complete work in class/lack of application • Harmful/offensive name calling • Foul language • Challenging staff members • Leaving class without permission	• Persistent deliberate disruptive behaviour (following S1 & S2) • Repeated foul language • Racism • Shouting at staff members • Theft • Bullying • Physical assault/threatening behaviour towards students • Physical assault/threatening behaviour towards staff