

NEWTON INTERNATIONAL ACADEMY LUSAIL

<https://newtonschoools.sch.qa/campuses/newton-international-academy-lusail/>

An International community of learners striving for excellence and celebrating success



Newton International Academy Lusail

EYFS Behaviour Management Policy

2026 - 2027



Last Review: August 2026

Next Review: June 2027

Reviewer: Policy Committee

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VISION

An international community of learners, striving for excellence, and celebrating success.

MISSION

We aim to provide the highest quality of education possible for all our students. In doing so, we aim to positively encourage each student to achieve academic excellence, celebrate 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 positive discipline and self-motivation. We will provide and maintain a trusting and caring atmosphere where teaching and learning is meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

RATIONALE

Positive behaviour in EYFS is developed through secure relationships, clear and consistent expectations, appropriate routines and an environment in which children feel safe, valued and supported.

At NIA Lusail, we recognise that children in the Early Years are developing their understanding of emotions, relationships, boundaries, self-regulation and the impact of their choices on others. Behaviour is therefore approached as an important part of each child's personal, social and emotional development.

Teachers support children to understand expectations, develop self-discipline and increasingly take responsibility for their actions in ways that are appropriate to their age and stage of development. Positive behaviour is encouraged through modelling, praise, encouragement, consistent routines and calm, constructive guidance.

The school recognises that behaviour may communicate an underlying need or difficulty. Where behaviour causes concern, teachers will seek to understand the individual circumstances of the child and work in partnership with parents and relevant school staff to provide appropriate support.

AIMS

This policy aims to:

- Promote positive behaviour through clear, consistent and age-appropriate expectations.
- Support children in developing self-regulation, independence, responsibility and respect for others.
- Create a safe, calm and supportive environment in which all children can learn, play and develop successfully.
- Ensure that children are treated with dignity, fairness and respect when behaviour is addressed.
- Encourage positive relationships between children, teachers and other members of the school community.
- Recognise and reinforce positive behaviour through appropriate praise, encouragement and recognition.
- Ensure that responses to behaviour take account of each child's age, stage of development and individual needs.

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- Identify and respond appropriately where behaviour may indicate an underlying learning, emotional, pastoral or safeguarding need.
- Promote consistency between home and school through effective communication and partnership with parents.
- Ensure that behaviour expectations and responses are applied consistently by all EYFS staff.

FOUNDATION STAGE ETHOS

Every child is unique, and behaviour in EYFS must be understood within the context of the child's age, stage of development, individual needs and circumstances.

NIA Lusail is committed to creating an EYFS environment in which children feel secure, valued and respected. Expectations are realistic, achievable and communicated clearly so that children gradually develop an understanding of appropriate behaviour, relationships and boundaries.

Teachers will:

- Build positive and trusting relationships with children.
- Model calm, respectful and appropriate behaviour.
- Establish clear and consistent routines, expectations and boundaries.
- Explain expectations in language appropriate to the child's age and level of understanding.
- Support children to recognise and manage their emotions and develop self-regulation.
- Encourage children to treat others, themselves and the learning environment with respect.
- Use positive reinforcement, praise and encouragement to recognise appropriate behaviour and effort.
- Respond to inappropriate behaviour calmly, consistently and proportionately.
- Seek to understand the reasons behind repeated or concerning behaviour rather than responding only to the behaviour itself.
- Ensure that children continue to feel safe, supported and valued when their behaviour is being addressed.

POSITIVE BEHAVIOUR EXPECTATIONS

Behaviour expectations in EYFS are taught, modelled and reinforced consistently through daily routines, learning experiences and interactions. Children are supported to understand what positive behaviour looks like and why it is important.

Children are encouraged to:

- Show respect and kindness towards other children and adults.
- Listen to and follow reasonable instructions from teachers and other adults.
- Use appropriate language and communicate their needs respectfully.
- Share, take turns and cooperate with others.
- Respect school resources, equipment and the learning environment.
- Develop increasing independence and responsibility for their choices and actions.
- Recognise how their behaviour may affect other people.

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- Resolve disagreements peacefully with appropriate adult support.
- Follow classroom routines, expectations and boundaries.
- Make positive choices that contribute to a safe, happy and supportive learning environment.

Expectations will be adapted appropriately to reflect each child's age, developmental stage and individual needs. Teachers will explicitly teach and model expected behaviour rather than assume that children already understand what is required.

PROMOTING AND RECOGNISING POSITIVE BEHAVIOUR

Positive reinforcement is central to behaviour management in EYFS. Teachers should actively recognise and reinforce behaviour that reflects the school's expectations and values.

Positive behaviour may be recognised through:

- Specific verbal praise that helps children understand what they have done well.
- Encouragement and positive feedback during learning, play and daily routines.
- ClassDojo points, where appropriate.
- Stars of the Week and other school recognition systems.
- Recognition linked to the school values and Qatar Values.
- Celebrating positive choices, kindness, cooperation, effort and improvement.
- Sharing positive behaviour and achievements with parents.

Recognition should be meaningful, age appropriate and used consistently. Teachers should ensure that praise supports children in understanding positive choices and developing intrinsic motivation rather than relying solely on external rewards.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

When inappropriate behaviour occurs, teachers will respond calmly, consistently and in a manner appropriate to the child's age, developmental stage and individual needs. The purpose of the response is to help the child understand what has happened, regulate their emotions and make a more positive choice.

Teachers may:

- Give a clear and simple reminder of the expected behaviour.
- Redirect the child towards an appropriate activity or positive choice.
- Explain why the behaviour is inappropriate and how it may affect others.
- Support the child to identify and express their emotions appropriately.
- Provide a short, supervised opportunity to calm and regulate before returning to learning or play.
- Use an age-appropriate restorative conversation to help the child reflect on what happened and what they could do differently.
- Support the child to repair relationships or put matters right where appropriate.
- Communicate with parents where behaviour is significant, repeated or requires further support.

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Responses must be proportionate and should not humiliate, frighten or publicly shame a child. Children should be supported to return positively to learning and relationships following an incident.

RESPONDING TO UNSAFE OR AGGRESSIVE BEHAVIOUR

Where behaviour presents a risk to the child or others, the immediate priority is to maintain safety while responding calmly and proportionately.

Teachers will:

- Intervene promptly to prevent harm and ensure that other children are safe.
- Use calm verbal guidance and appropriate de-escalation strategies.
- Support the child to move to a safe and supervised space where appropriate.
- Allow appropriate time and support for the child to regulate before discussing the incident.
- Reassure and support any child affected by the incident.
- Inform the Head of EYFS where behaviour is serious, repeated or presents a significant safety concern.
- Record significant or repeated incidents in accordance with school procedures.
- Inform parents on the same day where an incident is significant or has affected the safety or wellbeing of their child or others.
- Consider whether repeated or concerning behaviour indicates a need for additional pastoral, Learning Enrichment or safeguarding support.

Any physical intervention must only be used when necessary to prevent immediate harm to a child or another person, or serious damage to property. Any intervention must be proportionate, used for the shortest time necessary and recorded and reported in accordance with school procedures.

INDIVIDUAL BEHAVIOUR SUPPORT

Where a child demonstrates persistent, significant or concerning behaviour, the school will consider whether additional individual support is required. The aim is to understand the factors contributing to the behaviour and provide appropriate strategies to support the child.

Support may include:

- Further observation and monitoring to identify patterns, triggers and successful strategies.
- Discussion between the Class Teacher and Head of EYFS.
- Consultation and regular communication with parents.
- Development of an individual behaviour support plan with clear, achievable and age-appropriate targets and strategies.
- Involvement of the Learning Enrichment Department and Head of Learning Enrichment / SENCO where additional learning or developmental needs may be contributing to the behaviour.
- Involvement of the School Counsellor or safeguarding team where pastoral, emotional or safeguarding concerns are identified.
- Regular review of the strategies in place and the child's progress.

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Any individual support provided will seek to maintain the child's dignity, promote inclusion and help the child participate successfully in the EYFS learning environment.

PARENT PARTNERSHIP AND COMMUNICATION

Positive behaviour is most effectively supported when the school and parents work together. EYFS teachers will maintain open and constructive communication with parents regarding their child's behaviour, development and wellbeing.

The school will:

- Share positive behaviour, progress and achievements with parents.
- Inform parents where significant or repeated behaviour concerns arise.
- Discuss patterns of behaviour and strategies being used to support the child.
- Seek relevant information from parents that may help the school understand changes in behaviour or individual needs.
- Agree consistent approaches between home and school where additional support is required.
- Involve the Head of EYFS where concerns persist or require further intervention.

Parents are encouraged to communicate relevant concerns or changes in circumstances that may affect their child's behaviour or wellbeing and to work collaboratively with the school in supporting agreed strategies.

ROLES AND RESPONSIBILITIES

Head of EYFS

- Ensure that this policy is implemented consistently across EYFS.
- Support teachers in responding to significant or persistent behaviour concerns.
- Work with parents and relevant school staff where additional support is required.
- Ensure that significant behaviour incidents are appropriately recorded, monitored and followed up.
- Refer concerns to the Learning Enrichment Department, safeguarding team or Senior Leadership Team where appropriate.

EYFS Teachers

- Establish clear, consistent and age-appropriate expectations and routines.
- Model and reinforce positive behaviour through daily interactions and teaching.
- Respond to inappropriate behaviour calmly, fairly and consistently.
- Consider the individual needs and circumstances of each child when responding to behaviour.
- Maintain appropriate records and communicate significant or repeated concerns to the Head of EYFS and parents.

All EYFS Staff

- Promote a safe, respectful and supportive environment.
- Follow agreed behaviour expectations and approaches consistently.
- Report significant or concerning behaviour to the Class Teacher or Head of EYFS as appropriate.

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Parents

- Support the school's expectations for positive behaviour.
- Communicate relevant information that may affect their child's behaviour or wellbeing.
- Work collaboratively with the school where additional behaviour support is required.

SUSPENSION AND EXCLUSION

Suspension or exclusion will only be considered in exceptional circumstances and after appropriate support and intervention have been considered, taking account of the child's age, developmental stage, individual needs and the seriousness of the behaviour.

Where behaviour presents a significant or continuing risk to the safety or wellbeing of the child or others:

- The Head of EYFS will review the circumstances and the support already provided.
- Parents will be involved in discussions regarding concerns and appropriate next steps.
- Relevant pastoral, safeguarding and Learning Enrichment support will be considered where appropriate.
- External suspension may be considered where necessary to protect safety and wellbeing and will be authorised by the Principal in accordance with school procedures.
- Following any suspension, appropriate support will be provided to help the child return successfully to the school environment.

Permanent exclusion or non-re-enrolment will only be considered in exceptional circumstances. Any recommendation will be referred through the Senior Leadership Team to Newton Group Higher Management for final consideration and approval.

RECORDING AND MONITORING BEHAVIOUR

Significant or repeated behaviour concerns will be recorded and monitored to ensure that appropriate support and follow up are provided.

- Teachers will record significant or repeated incidents in accordance with school procedures.
- Records should be factual, clear and appropriate to the nature of the incident.
- The Head of EYFS will monitor patterns of concerning behaviour and ensure that appropriate action is taken where required.
- Relevant information will be shared with parents and appropriate school staff where necessary.
- Behaviour records will be treated confidentially and accessed only by relevant staff.
- Any behaviour that raises a safeguarding concern will be reported immediately in accordance with the school's Safeguarding and Child Protection Policy.

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POLICY MONITORING AND REVIEW

The Head of EYFS is responsible for monitoring the implementation of this policy and ensuring that behaviour expectations and approaches are applied consistently across EYFS.

The policy will be reviewed annually, or earlier where changes to school procedures, regulatory requirements or identified needs make this necessary.

The effectiveness of the policy will be considered through behaviour records, patterns of concern, feedback from staff and parents, and the impact of support provided to individual children.