



Newton British Academy Barwa City

EYFS Behaviour Policy

Policy Date: June 2025 - 2027

Review Date: June 2026

“An international community of learners striving for
excellence and celebrating success”

Introduction

The Behaviour and Discipline Policy reflects the Mission and Vision of the school.

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

We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour. We also aim to be proactive when dealing with behaviour whilst promoting our Values of: ***Respect, Honesty, Transparent Communication, Empathy, Support, Diversity, Social Responsibility, Personal Accountability and Environmental Awareness.***

The Primary Behaviour and Discipline Policy must be read in conjunction with ***Academic and Pastoral Intervention and Support Policy, the Primary Reward Policy and the Anti-Bullying Policy.***

Aims

- To ensure that every member of the school community feels valued and respected
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place
- To promote our Values, Attitudes and Attributes
- To foster resilience in our students to enable them to develop 21st Century skills - collaboration, communication, critical thinking and creativity
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others
- To help students grow in a safe, happy and secure environment and become positive, responsible and independent members of the community
- To reward good behaviour and provide encouragement and stimulation to all students
- To treat all students fairly and apply this policy in a consistent way
- To ensure that students are aware of the school rules and consequences for failure to adhere to these rules
- To ensure each class has their own set of classroom rules, followed by the students

Implementation through a positive approach

An effective behaviour management policy is one that seeks to lead students towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour.

It is important that students are familiar with the school values, the classroom rules and school rules.

In this context, students will be rewarded for good behavior (***see Reward Policy***).

We will use a positive system of rewards, which will include:

- Verbal praise
- Positive comments and positive feedback on class and homework
- Use of special award certificates within class
- Special mention/awards in class or in assembly
- Achievement certificates in weekly assemblies for academic achievement, effort, teamwork, service and duty around the school
- Participation certificates for participating in ECAs and whole school events
- Demonstration of good work in class, corridors and in the school Reception area
- Special mention in the EYFS School newsletters

- Informal referral to the Coordinator
- Award dojo points for positive behaviour and showing the value or virtue of the month
- Use of behaviour chart

Behaviour charts will be used to reinforce the expected behaviours. If students are seen to behave in a positive manner the student can work their way up the behaviour chart (aiming to get to the top) If a student is showing negative behaviours the chart will be used as a visual reminder of the choices they can make and the student will move their name down the behaviour chart. All students will start the day fresh and will be in the middle of the chart on the neutral area.

Our ultimate aim is to reinforce good behaviour at every opportunity and to help our students feel good about themselves.

The Role of the Teachers

Teachers have an important responsibility to model high standards of behaviour, both in their dealings with students and with each other, as their example has an important influence. Further responsibilities are outlined in NBA's ***student Protection and Safeguarding Policy***

- It is the responsibility of all staff to ensure that the school rules are enforced throughout the school both in and out of class
- All staff have high expectations of the students with regard to behaviour, and they strive to ensure that all students achieve to the best of their ability
- All staff enforce behaviour expectations consistently, treating each student fairly, with respect and understanding
- To promote, through example, our Values, Virtues, Attitudes and Attributes
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding the needs of others
- Show appreciation of the efforts and contribution of all
- To log behaviour incidents on My Concern
- To complete incident reports in a timely manner
- To complete safeguarding reports in a timely manner
- To complete weekly Pastoral Notes for their class/classes
- To communicate with their Coordinator and SMT to ensure behaviour issues are dealt with promptly and consistently
- Ensure students are supervised at all times and follow supervision procedures as set out by the Senior Management Team and Coordinator
- To use the EYFS Reward Policy consistently to encourage positive behavior
- To celebrate success with class and Year Group displays

All teachers are responsible for reporting incidents in and around school. If in doubt they can refer to the Coordinator, Head of Primary and Deputy Head of Primary. No student will be withdrawn from the curriculum as a form of punishment unless they are a danger to themselves and/or others.

The Role of Parents

Parents have a vital role to play in their student's education. It is important that they support their student's learning and cooperate with the school. We are conscious of the importance of having strong links with parents and good communication between home and school. We will inform parents if we have any concerns about their student's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to Class Teacher, EYFS Coordinator, Deputy Head of Primary and finally the Head of Primary. We expect parents, carers and visitors to adhere to the ***Code of Conduct for Parents and Carers*** and ***NBA Parent Charter*** as set out in the School

Parent Handbook. If the school has to sanction a student, it is essential that the parents should support the actions of the school. If parents have any concerns about the way in which their student has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Coordinator and finally a member of the Senior Management Team.

The following are some examples where Parents will be required to attend a formal meeting to discuss the school's concerns and to agree appropriate sanctions:

- Persistent bullying of a student
- Physical attack on a student or member of staff
- Verbal abuse /disrespect of a student or member of staff
- Persistent disruptive behaviour in class
- Persistent infringements of minor school rules
- Significant damage to school, staff or student's property, either in or outside school
- Stealing from school, staff or students, in or outside school during school hours and school trips
- There may be rare situations (uncontrollable behaviour) in which the normal procedures will be set aside, and a student is sent home immediately

The Role of the Students:

- To work to the best of their abilities and to allow others to do the same
- To value and demonstrate our Values at all times
- To cooperate with students and adults in all aspects of school life
- To help formulate and comply with the classroom rules
- To comply with school rules
- To share in celebrating the achievements of all members of the school
- To wear the correct uniform with pride

School Rules

The school rules and regulations are designed to clearly state the boundaries of acceptable conduct at school. School rules are intended to teach students to uphold expected standards of behaviour. Students are to observe the school rules and regulations at all times.

Attendance and Punctuality

- Attendance is compulsory. Students who are absent without valid reasons will be regarded as having committed truancy
- Absence from school must be accompanied by a medical certificate and/ or where appropriate, a letter of explanation from parents
- All students must be punctual for school, lessons, assembly, ECAs and any school-organised activities
- Letters to be issued

Conduct during Assembly

- Students should proceed to and from the assembly in a quiet and orderly manner
- Students should pay close attention to announcements and not talk during the assembly

Conduct in the Classroom

- Students are expected to be attentive, cooperative and diligent in class
- Students are to adhere to the classroom rules as set out by their class and Class Teacher
- Students are to complete all work assigned and return work on time
- Students must keep the classroom neat, presentable and clean at all times

- No student should remain in the classroom or return to the classroom during break and before and after school hours unless accompanied by a teacher
- Students are to ask for permission to leave the classroom e.g. going to the nurse or the toilet.
- Students are to raise their hands to answer, ask a question or contribute to the lesson. There should be no shouting out during lessons
- Students are expected to be responsible, respectful and well-mannered at all times in their classrooms

Conduct on the Playground

- Students are expected to be responsible, respectful and well-mannered at all times during break times
- Students are to play sensible games that everyone can enjoy
- Respect other people, their belongings, school equipment and the grounds
- Always walk when moving into, out of and around school
- Students are expected share school equipment
- Once the whistle has gone for the end of break, stop and immediately line up
- Students are not to retaliate if they have been hit
- Students must immediately report physical and verbal abuse to the teacher on duty

Uniform

- Students are to adhere to the responsibilities of wearing the correct school uniform as set out in the Student Uniform Policy and as advised by the MoE
- Failure to adhere to the above-mentioned policy will result in consequences as set out in the policy
- Students not dressed in their correct uniform will not be allowed to participate on school outings/trips

Class Dojo Rewards

- Class Dojo rewards will be used for positive reinforcement of behaviour, values and virtues. Skills such as looking eyes, listening ears, kind hands, value or Virtue of the month, on task , collaboration, caring, PE and Trophy reward (**Appendix 1**). Teachers can make the skills bespoke to their class but need to include the above mentioned.

Students in the EYFS are not permitted to sell products (homemade or bought) at school.

Students in the EYFS are not permitted to carry mobile phones. They are to hand these to the teacher at the start of the day. Smart watches are also not permitted.

Failure to adhere to the School Rules as stated above will result in consequences as described in **Appendix 1**.

Incidents will be logged on My Concern. My Concern will be reviewed weekly by the Coordinator to follow up incidents and to produce a weekly report. All major incidents will be carefully investigated, statements will be taken from students and staff, CCTV will be referred to and a proportionate and reasonable decision will be made based upon the evidence at hand. Witness statements will also be taken.

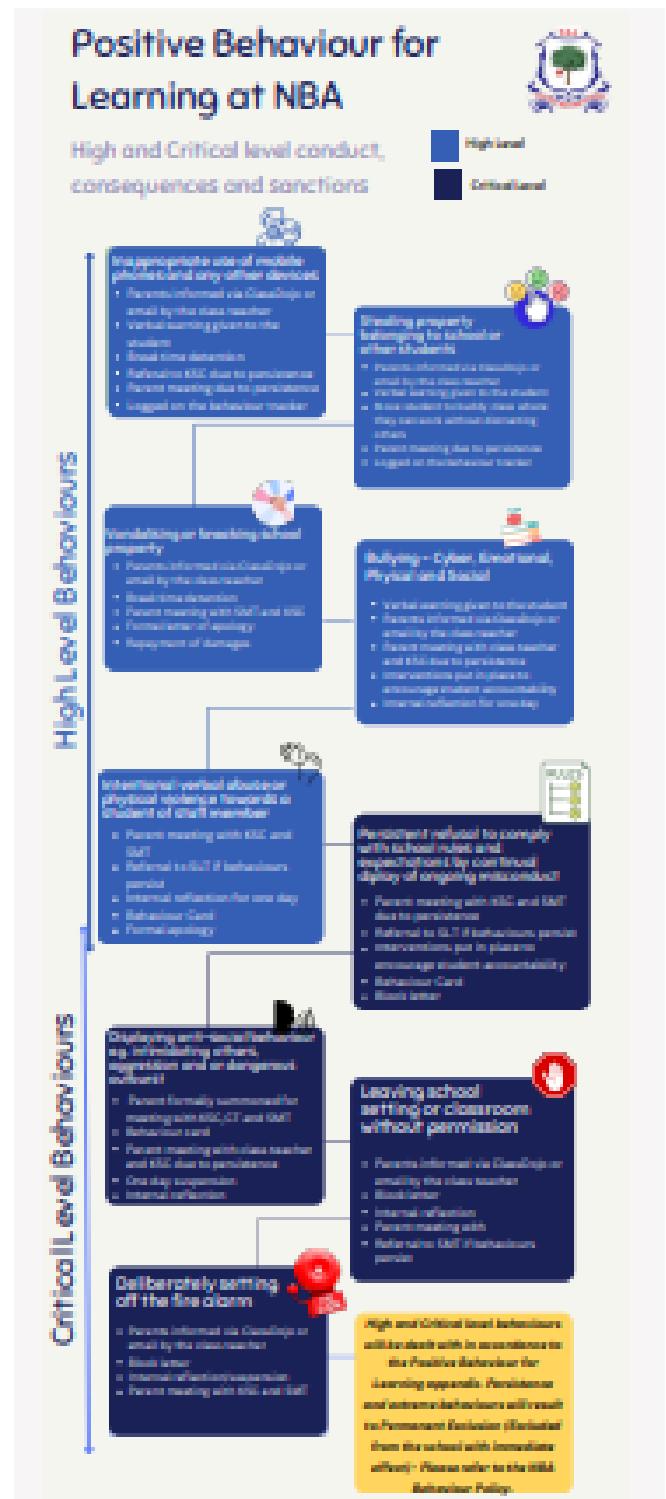
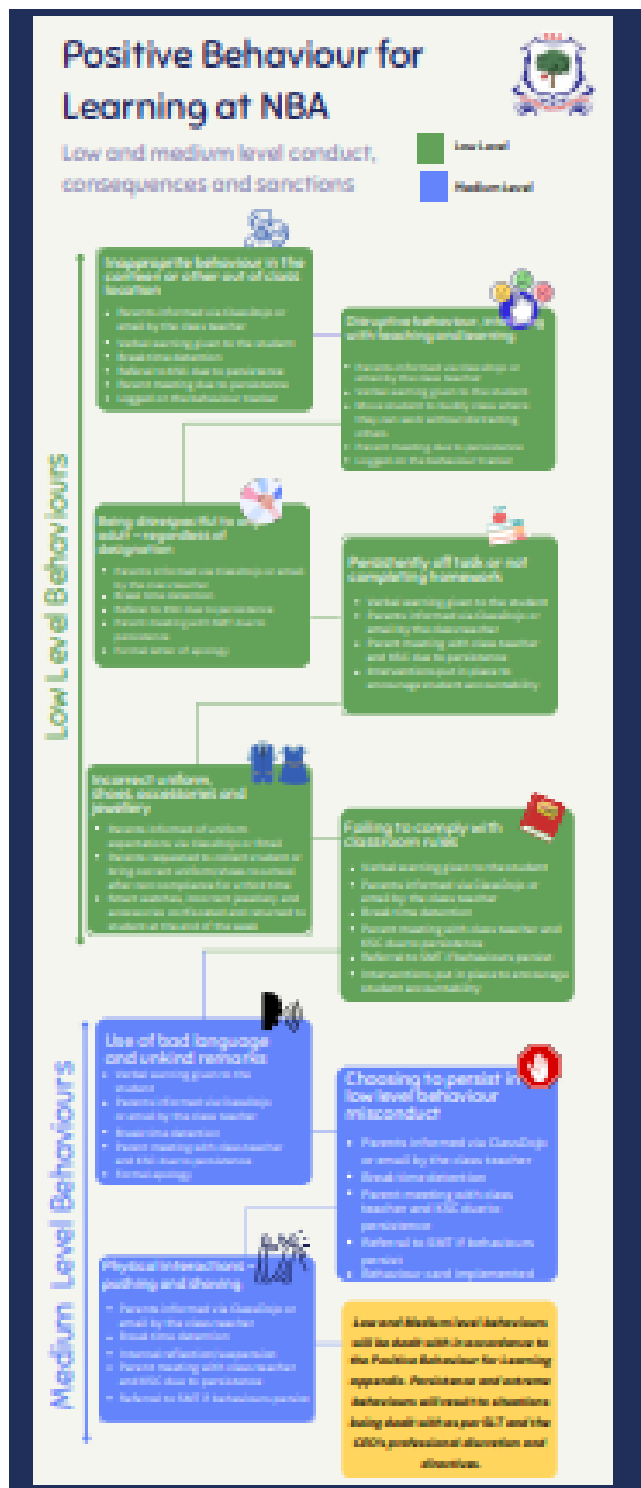
Associated Policies and Documents

- Communication Policy and ClassDojo Policy
- Safeguarding Policy
- Student Protection Policy
- Use of Reasonable Force Policy
- EYFS Rewards Policy
- Online Learning Policy

Appendix 1 -

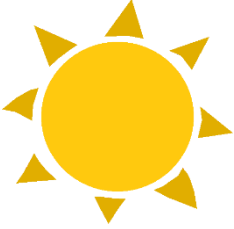




See PDF attached or [click here](#)

The NBA Way: Positive Behaviour for Learning



Appendix 2

Visual Behaviour chart displayed in all classrooms

Behaviour Chart	Reasons for being on each area
	<p>A student who continues to follow the rules and expectations will be moved onto the sun showing that we value those who continue to make the right choices in their behaviour.</p> <p>If they are still on the sun by the end of the day, they will receive a sticker or DoJo point.</p>
	<p>The students will be asked to move their name up onto the cloudy sun if they are seen following the class rules and expectations.</p>
	<ul style="list-style-type: none"> As the students enter the class in the morning, they will find their name and place it on the white cloud. This shows they are in school and ready to learn.
	<ul style="list-style-type: none"> If a student is not making the right choice/s and not following the rules and expectations, they will be given a verbal reminder. They will be asked to move their name onto the dark cloud as a visual reminder of where they are with regards to their behaviour choices.
	<p>If the student continues to make the wrong choices and the unacceptable behaviour continues after the verbal warning, they will be asked to move their name to the stormy cloud then the student will have some time to reflect on their behaviour.</p> <p>They will be supported to reflect on their behaviour and discuss what they need to do to show that they are ready for learning again.</p> <p>They will then move their name back on the white cloud to show they are ready to learn</p> <p>If the behaviour does not improve they will follow a 3 step approach:</p> <p>Step 1: Time out in own classroom</p> <p>Step 2: Time out in another classroom</p> <p>Step 3: Time out spent with SMT / SLT</p> <p>(see appendix 3), notes will be made on My Concern and the parents informed.</p>

Appendix 3

Teacher-Buddy System

If a student is displaying problematic behaviour, they can be sent to another class (in the same year group). This 'time-out' will allow the student to reflect on their behaviour whilst allowing the Class Teacher to continue with their lesson undisturbed.

- Teachers in each year group are to buddy-up and organise a procedure whereby a student can be moved to another class with the least amount of disruption
- A 'time-out' area is to be designated with a table and chair (away from other students)
- Students must have sufficient work with them to enable independent engagement
- Class Teacher to inform Coordinator and record the incident in My Concern
- Maximum time out of the classroom – 15 minutes

Appendix 4

Procedures for the Movement of Students between Classes and the Playground

Movement between classes

- All movement around the school must avoid crossing over the reception area at the front of the building.
- All students are expected to walk through the back corridor when moving from specialists and breaks.
- Teachers are expected to line pupils up inside the classroom and walk with them to specialist classrooms.
- Pupils are expected to line up one behind the other and remain in their line until they reach the classroom.
- Teachers must receive the pupils (ready to collect class) at the end of the lesson.
- Teachers are expected to be on time and move back to their respective classes in the same manner as mentioned above.

Appendix 5

Strategies for Dealing with Difficult Situations

When dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual student. Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- State expectations clearly
- Remind student of the consequences (use cautiously)
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the student away from the group for a short period.
- Always remember to give a thought driven professional response to a student's behaviour with a view to de-escalating the situation
- Consistency of approach from all adults

- Give the following messages to all students; “I want you to succeed in my class.” “You are responsible for your own behaviour.”

Appendix 6

Student Blocking Procedure

Should concerning behaviour persist and students have consistently failed to meet the expectations outlined in this policy, the school will institute the Student Blocking Procedure.

Step 1

Parents will meet with Primary SMT and the Key Stage Coordinator where they will be informed of the initial process. A file will be created, in chronological order, detailing clear evidence of concerning behaviour. Block Letter 1 will be issued in both English and Arabic. Minutes of the meeting will be kept. Parents will be asked to sign the letter, if parents refuse to do so staff present will sign and a note of ‘failed to sign’ will be made on the letter. All block letters are placed in their termly reports, translated into Arabic and emailed to parents.

The CEO will be informed by the Principal.

Step 2

Following a serious incident or within that academic year if concerning behavior/s continues, Block Letter 2 will be issued according to the same procedure as outlined in Step 1, in a meeting with the Primary SMT and the Deputy Principal. All block letters are placed in their termly reports, translated into Arabic and emailed to parents.

The CEO will be informed by the Principal.

Step 3

Should concerns continue, Block Letter 3 will be issued. The Group CEO will approve the issuing of the third and final letter following a serious incident or a continuation of concerning behaviour/s within the same academic year. The final block letter will be issued in a meeting with Primary SMT, the Deputy Principal and the Principal. Block Letter 3 will inform parents of their student’s withdrawal from Newton British Academy. All block letters are placed in their termly reports, translated into Arabic and emailed to parents.