



Newton International Academy, Barwa City
Primary Behaviour Management Policy



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Our Objectives

Newton International Academy's Behaviour Management Policy is in place to support the school's vision of being **"An international community of learners striving for excellence and celebrating success."**

As a British international School operating in Qatar we have a specific set of core values at the centre of everything we do. These values are:

Qatar MOE Values	NIA Core Values	British Values
Responsibility	Social Responsibility	The Rule of Law / Tolerance
	Environmental awareness	Mutual Respect
	Honesty	
Respect	Support	
	Respect	Democracy / Tolerance
	Transparent communication	Democracy / Mutual Respect
Pride	Empathy	Individual Liberty
	Personal Accountability	Individual liberty / Tolerance
Appreciation	Diversity	

In order to help our children to remember these values we have simplified them into our four B's:
Be Honest, Be responsible, Be respectful, Be a Learner

Policy Aims

Belonging	Build Character	Inform	Positivity	Pride	Restorative practice
To ensure that every member of the school community feels valued and respected.	To promote positive learning through mutual respect and consideration for both others and the curriculum.	To inform the whole school community of the school rules and our values	To manage behaviour positively and ensure good behaviour is rewarded.	To encourage students to take pride in their behaviour and achievement.	To teach skills that promote responsible behaviour, self-discipline and respect through restorative practice

At Newton International Academy, we believe that positive behaviours and approaches are fundamental to success for both our students and staff. Through a Positive Behaviour for Learning (PB4L) culture, where we focus upon positive actions, attitudes and outcomes, all members of the school community are able to achieve their very best.

As such, we set the very highest expectations in all our interactions, between all stakeholders, holding everyone to account for the culture in which we work and hope to thrive.

Where poor choices have been made, we discuss and direct our students to the positive, preferred alternatives. In this way, our students can develop in a positive manner with incremental improvements in behaviour the ultimate outcome. In addition, we acknowledge that students make mistakes and that every interaction can be a learning experience, therefore all staff are expected to demonstrate the behaviours and attitudes we require from our students. In this way, students are afforded the opportunity to witness correct behaviours without being lectured. In each instance, where behaviour choices indicate a trend over time, we work with students to identify support that can be put in place to address the root issues as well as guide each and every student in a positive direction.

Students who work hard and achieve excellence are rewarded for their efforts. Similarly, the minority of students who do not work to the standard expected or who prevent others from learning will face reasonable and proportionate sanctions. Any and all sanctions are intended to help guide and address poor behaviours so that students are able to move on positively, ensuring that a positive and safe learning environment is secured for all students.

Responsibilities for Expectations

Input from all stakeholders in the school, including teachers, the parent-teacher association, and the student leadership team, has informed the following expectations.

Staff

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 NIA's ***Child Protection 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 children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.

Staff Are Expected To:



- All staff enforce behaviour expectations consistently, treating each child fairly, with respect and understanding
- 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 in the Behaviour Tracker
- To complete and share incident reports in a timely manner
- To communicate with their Team Leader 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 Team Leaders
- To encourage positive behaviour
- To celebrate success with class and Year Group displays and as well as PB4L recognition board.

Students

Students Are Expected To:



- 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 children 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

Parents & Guardians:

Parents & Guardians Are Expected To:



- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared for work

Rewards

We will use a positive system of rewards, our ultimate aim is to reinforce good behaviour at every opportunity and to help our students feel good about themselves.

Rewards



- Celebrating Success - between classes, display, assembly, positive feedback, School Newsletter, Dojo Story, Above & Beyond Wall
- House Points & Dojo Points - these are given to students based on their display of positive behaviour. These can be used to exchange for weekly rewards, and the house with the most points each term will receive a celebration day.
- Award Certificates: Star of the Week, Bee of the week, Head of Primary Award, End of Year Prize Giving
- Attendance award - awarded to the class with the best attendance

Responsibilities for Actions

Misbehaviour



Immediate action

- Restorative conversations, led by the class teacher, to constructively resolve conflicts or provide students with an opportunity to reflect on their actions. These conversations help students understand how their actions affect themselves and others, and encourage them to fix any problems in a supportive setting.
- Students are given 'time out' to reflect on misbehaviour in a quiet space.

Sequence of action for continued misbehaviour

First – An in class reminder of the expected behaviour

- The class teacher follows this up with a restorative conversation with the student(s) involved individually.
- The class teacher facilitates a conversation among the students involved together (unless only one student is involved).
- The class teacher will manage this without intervention or parental contact.

Second – Reflection in Buddy Class

- Student(s) moved to their buddy class and asked to complete a think sheet. (*Appendix 1&2*)
- The class teacher follows this up with a restorative conversation with the student(s) involved individually
- The class teacher facilitates a conversation among the students involved together (unless only one student is involved)
- The class teacher will make parental contact on Dojo/over the phone and record the incident the Behaviour Tracker

Third - Reflection in Team Leaders Class

- Student(s) moved to their team leaders class.
- Team Leader holds a restorative conversation with the student(s) involved individually
- The class teacher will complete an incident form to be sent home
- The class teacher/ team leader will make parental contact on Dojo or over the phone to discuss the behaviour or arrange a formal meeting with parents.

Fourth - Reflection with Senior Leadership Team

- Think Sheets and Incident forms are given to DHOP (Pastoral).
- These are subsequently recorded by the DHOP so a record can be kept and trends analysed.

- Discussion and strategies are discussed to support students and teachers as needed.
- The DHOP will make parental contact on Dojo or over the phone to discuss the behaviour or arrange a formal meeting with parents.

Expectations from staff for dealing with severe misbehaviour

At NIA, we adhere to the PB4L (Positive Behaviour for Learning) framework, emphasising the importance of fostering high self-esteem and self-discipline among our students. We believe that cultivating strong relationships and establishing clear behavioural expectations are fundamental in developing children of good character. To achieve this, we have implemented a consistent school-wide system of support aimed at defining, teaching, and reinforcing appropriate student behaviours, thus nurturing a positive school environment.

Our approach is restorative, with all staff members committed to resolving conflicts and addressing misconduct through dialogue and reconciliation. However, in cases of persistent or severe misbehaviour, we recognise the necessity of implementing appropriate consequences.

These can include:

- Behaviour plan
- Behaviour report card (Green, Yellow & Red)
- Detention
- Expulsion
- Internal Suspension
- Loss of privileges
- Positive Reward chart
- Quality first teaching
- Removal from trips
- Sensory interventions
- Shadow teacher provision

Behaviour Report Card

Some children may be placed on a behaviour report card for severe incidents or if no significant improvement has been seen after following the NIA sequence of sanctions. This decision will be made by the DHOP (P) or HOP.

There are 3 behaviour charts available in school, Green, Yellow and Red. The student is responsible for taking the behaviour chart to each of their classes for the teacher to complete. Teachers will grade the students behaviour and effort on a scale from A-E and 1-5 respectively.

All children will begin on a green behaviour chart, and remain on this for 2 weeks. If no significant improvement has been made after two weeks a formal meeting will take place between the parents and the Deputy Head of Primary - Pastoral will take place and students will be moved to a yellow behaviour chart.

Children will remain on the Yellow behaviour chart for a further 2 weeks. If no significant improvement has been made after two weeks a formal meeting will take place between the parents and the Head of Primary and the student will be moved to a red behaviour chart.

Children will remain on a red behaviour chart for a further 2 weeks. If no significant improvement has been made after two weeks a formal meeting will take place between the parents and the Principal to discuss next steps.

All behaviour charts will be reviewed fortnightly, if the student has shown significant progress they can be removed from the behaviour chart or moved back one step i.e from yellow to green. This is at the discretion of the DHOP and HOP.

Suspension and Expulsions

In serious incidents, the Senior Management Team considers the following reasons as valid grounds for suspension or expulsion:

- Substance or alcohol abuse on school premises
- Persistent bullying of a student
- Physical attack on a student or member of staff
- Verbal abuse of a student or member of staff
- Disruptive behaviour in class
- Persistent infringements of relatively minor school rules
- Significant damage to school, staff or students 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 situations (injuries, uncontrollable behaviour etc) in which the normal procedures will be abandoned and a student being taken home immediately.

Use of reasonable force

At NIA staff always try to deal with the situation using agreed strategies to calm a situation before considering using force.

Reasonable force will be used to:

- Prevent a pupil from attacking a member of staff or another pupil
- Stop a fight or restrain a pupil at risk of harming themselves or others through physical outbursts.

How Does the Behaviour Management Policy Impact Student Conduct in Our School?

Impact for children

Through our PB4L approach students will have more opportunities to develop positive relationships and conflict resolution skills, leading to improved social interactions and decreased misbehaviour. Our restorative approach fosters problem-solving abilities and strengthens connections within the school community. Through small peer groups, students will collaborate to address conflicts and express their feelings, promoting teamwork and resolution. Additionally, integrating our school's character education values into both classroom and holistic learning experiences will further develop students' positive character development.

Impact for staff

Teachers' implementation of restorative approaches will enhance school climate by fostering greater student connectedness, strengthening relationships between students and teachers, and positively impacting perceptions of the school environment. A restorative school culture will result in improved attendance and enhanced academic achievement. Additionally, it can address issues such as bullying, classroom disruption, truancy, antisocial behaviour, and conflicts among students, families, and staff members.

Appendix

Appendix 1 - Key Stage 1 Think Sheet

Newton International Academy Think Sheet Key Stage 1

Student's Name: _____ Teacher: _____

Reason: _____

What happened?



Be Honest



Be Responsible

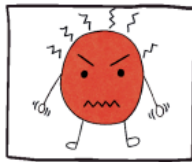


Be Respectful



Be A Learner

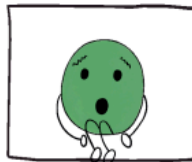
How were you feeling?



Angry



Confused



Scared

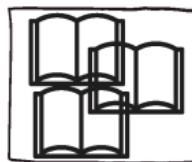


Annoyed

What was the impact of your choice?



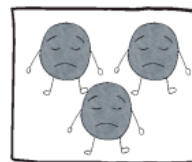
I stopped myself
from learning



I stopped others
from learning



I feel sad

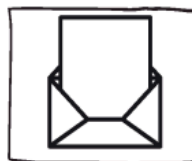


I have made
others feel sad

What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea!

My Idea: _____

Appendix 2 - Key Stage 2 Think Sheet

Student's Name: _____ Teacher: _____

Reason: _____

What type of thinking should you use to complete your self reflection?

Caring thinking <i>The way I show that I care about others and treat them with respect.</i>	Critical thinking <i>The way I explore and test my ideas and make decisions.</i>
Collaborative thinking <i>The way I support other's thinking and build on other's ideas.</i>	Creative thinking <i>The way I think of fresh ideas and different ways of looking at things.</i>

The aim of self reflection is to confront your unacceptable behaviour and assume responsibility for it.

1. What happened?

2. What were you thinking about at the time?

3. What have you thought about since the incident?

4. Who do you think has been affected by your actions? In what ways?

5. How could things have been done differently?

5. What do you think needs to happen next?

6. Which Character Education virtues do you need to develop?

	Courage – <i>Acting with bravery in fearful situations.</i>
	Justice – <i>Acting with fairness towards others by honouring rights and responsibilities.</i>
	Honesty – <i>Being truthful and sincere.</i>
	Compassion – <i>Exhibiting care and concern for others.</i>
	Gratitude – <i>Feeling and expressing thanks for benefits.</i>
	Humility – <i>Estimating oneself within reasonable limits.</i>
	Integrity – <i>The quality of having strong moral principles.</i>
	Respect – <i>Due regard for someone's feelings and rights</i>