

NEWTON INTERNATIONAL ACADEMY SMASH



PRIMARY BEHAVIOUR POLICY

POLICY REVIEWED

July 2026

POLICY TO BE REVIEWED

July 2027





Newton International Academy SMASH

Primary Behaviour Policy

**Updated July 2026
Review July 2027
Reviewed by S Hardy**

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

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

“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 pupils. In doing so, we aim to positively encourage each pupil to achieve academic excellence, celebrate diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

Aims:

At NIA Smash we aim to ensure that every member of the school community feels valued and respected in an environment that places wellbeing and mental health at the heart of everything we do. The policy promotes a consistent approach to behaviour management, creating a happy, safe, and secure establishment where effective learning can take place.

Objectives:

- To provide clear, fair, and consistent approaches to behaviour based on positive relationships, nurturing, and restorative practices.
- To promote our Values, Attitudes and Attributes.
- To celebrate personal achievement and support pupils in aiming for and achieving excellent behaviour.
- To foster resilience in our pupils to enable them to develop 21st Century skills in 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 pupils grow in a safe, happy, secure, and inclusive environment to become positive, responsible, and independent members of the community.
- To equip staff with the tools needed to support individual pupils with strategies to manage their own behaviour and build positive relationships with others.
- To recognise and celebrate the ethnic, cultural, and linguistic diversity of our school community.

Newton Group Values:



Implementation through a positive approach

An effective behaviour management policy is one that seeks to lead pupils towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting high expectations of behaviour. We believe that behaviour is a form of communication, and we are committed to discovering and understanding the underlying cause, whilst supporting pupils to reflect and restore.

It is important that pupils are familiar with school values and three school rules:

- **Be Ready to Learn.**
- **Be Safe**
- **Be Respectful**

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 pupils. Regular communication also makes it easier to discuss negative behaviour if needed.

Celebrating Success:

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

- Verbal praise
- Positive comments in exercise books 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/monthly assemblies for academic achievement, effort, teamwork, service and duty around the school
- Award of certificates at the annual End of Year Prize Giving Ceremony
- 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 termly Primary School newsletters and/or in the Primary School Newspaper, Newton News
- House Points awarded and celebrated at weekly assemblies
- Table Points and positive messages sent home
- Awarding of prefect badges for School Prefects, School Council badges, Ambassador Badges
- Medals and trophies awarded for sporting achievements and winning teams on Sports days
- Informal referral to Principal, Deputy Principal, Head of Primary, Deputy Head of Primary and Team Leaders
- Principal emails home

Positive Behaviour Management in EYFS 1 to Year 2

We understand that very young children need positive role models and if a child is not behaving according to our behavioural expectations the staff will:

1. Praise the behaviour of the children around the child to highlight what the child needs to do to meet expectations.
2. If the child does not respond, then the member of staff will remind the child how they need to behave.
3. If there is still no change in the child's behaviour the members of staff will give the child a warning that they will need to have some time to think about the choices, they are making with regards to their behaviour.
4. Following a warning if there is still no change in the child's behaviour, the child will have '**thinking time**' with the member of staff. The adult will speak to the child about what they are doing wrong and how they can make good choices and observe their peers making good choices before allowing them to return to what they are doing.

By the end of Year 2 we expect the children to be able to:

- Listen to others and take turns in conversation.
- Share toys, equipment, and resources.
- Manage their emotions in an age-appropriate way.
- Move around the classroom and school appropriately.
- Behave respectfully towards others (adults/peers) according to their age.

Positive Behaviour Management in Years 3 - 6

In Years 3 - 6 the children are encouraged to take increasing responsibility for their behaviour.

If children do not abide by the VAAs while onsite at school, an adult will speak to them about what they are doing wrong and remind them how they should behave. Staff will use the Primary Sanctions process if the incident is more serious. Please refer to the Primary Sanctions Guideline for more information.

The Role of the Teachers:

Teachers have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence. Further responsibilities are outlined in the NIA Smash Code of Conduct and Child Protection and Safeguarding Policy.

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.

- All staff enforce behaviour expectations consistently, treating each child fairly, with respect and understanding
- To promote, through example, our Values, 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 pupils
- To complete and share incident reports in a timely manner
- To complete detailed weekly Pastoral Notes for their class/classes in a timely manner
- To communicate with their Team Leader and SMT to ensure behaviour issues are dealt with promptly and consistently
- Ensure pupils are supervised at all times and follow supervision procedures as set out by the Senior Management Team and Team Leaders
- To celebrate success with class and year group displays.

Ensure pupils are supervised at all times and follow supervision procedures as set out by the Senior Management Team and Team Leaders

All teachers are responsible for reporting incidents in and around school. If in doubt they can refer to the Head of Primary and Deputy Head of Primary. No pupil 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 play a vital role in their children's education. It is important that they support their children'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 child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the Class Teacher, Team Leaders, 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 NIA Parent Charter as set out in the Primary School Parent Handbook. If the school has to sanction a pupil, it is essential that the parents support the actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Team Leader and finally a member of the Senior Management Team.

The school will help and support all pupils with modifying their behaviour, however ultimately the pupil is responsible for their actions. It is vital that the parents recognise the professional experience of the school in dealing with behavioural concerns. Parents must work with the school to support their child; failure to do so will be at the detriment of the child.

The Role of the Pupils:

- 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

Attendance and Punctuality (See Attendance Policy)

Attendance is compulsory. Pupils who are absent without valid reasons will be given an unauthorised absence. Absence from school must be accompanied by a medical certificate and/ or where appropriate, a letter of explanation from parents. All pupils must be punctual for school, lessons, assembly, ECAs and any school-organised activities.

Conduct during Assembly

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

Conduct in the Classroom – be 'Ready to Learn'

- Pupils are encouraged to be attentive, cooperative and diligent in class
- Pupils are to adhere to the classroom rules as set out by their class and Class Teacher
- Pupils are to complete work assigned to the best of their ability and return work on time
- Pupils must keep the classroom neat, presentable and clean at all times
- No pupil should remain in the classroom or return to the classroom during break and before and after school hours, unless accompanied by a teacher
- Pupils are to ask for permission to leave the classroom e.g. going to the nurse or the toilet. Pupils are to take a 'pass' with them. These will be provided by the Class Teacher
- Pupils are to raise their hands to answer, ask a question or contribute to the lesson unless directed otherwise by the teacher. There should be no shouting out during lessons
- Pupils are expected to be responsible, respectful and well-mannered at all times in their classrooms
- Pupils are not permitted to use the phone, smart watch or any devices brought in from home

Conduct on the Playground – be 'Safe'

- Pupils are expected to be responsible, respectful and well-mannered at all times during break times
- Pupils 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
- Pupils are expected share school equipment
- Once the first whistle has gone for the end of break, pupils must stop immediately. After the second whistle pupils must walk to line up
- Pupils are not to retaliate if they have been hit
- Pupils must immediately report physical and verbal abuse to the teacher on duty

Uniform (See *Uniform Policy*)

- Pupils are to adhere to the responsibilities of wearing the correct school uniform as set out in the Pupil Uniform Policy.
- Failure to adhere to the above-mentioned policy will result in consequences as set out in the policy.
- Pupils not dressed in their correct uniform will not be allowed to participate on school outings/trips.

Mobile Phones and Smart Watches

- Pupils in the Primary School are not permitted to sell products (homemade or bought) at school.
- Pupils in the Primary School are not permitted to carry mobile phones. They are to hand these to the teacher at the start of the day.
- Smart watches are not permitted.

Behaviour incidents are logged and reviewed weekly by the Team Leaders, Head of Primary and the Deputy Head of Primary (Pastoral). All major incidents will be carefully investigated, statements taken from pupils and staff, CCTV will be referred to, and a proportionate and reasonable decision made based on the evidence.

Behaviour Warning Letters / Termination of school place

Warning letters are shared with the parents of a pupil whose behaviour is severe and of concerning nature and will be issued in agreement with the Senior Management Team. Three letters will be issued in succession if there is no improvement demonstrated.

Letter 1 warns parents that their child's behaviour is not acceptable and will not be tolerated.

Letter 2 warns parents that their child's school place is at risk if there is no improvement in the unwanted behaviour.

Letter 3 informs parents that their child will be blocked from attending NIA Smash for the next academic year and a new school will need to be sought.

Permanent Exclusion (Excluded from the school with immediate effect)

The school reserves the right to permanently exclude a pupil during the school year, if there is an extreme incident or behaviours that are critical/extreme. The school must safeguard the school community and cannot therefore tolerate extreme behaviours that compromise the safety of others.

Behaviour Sanctions Guidelines for Parents

These guidelines are followed by all primary staff to ensure continuity of the language used by all teachers. The 3 stages (Stop and Think, Warning and Consequence) as shown below, are available on all staff desks in English and in Arabic. These guidelines are part of the NIA Smash Primary Behaviour Policy.

In class behaviour system:

STOP & THINK - NAME, I do not like (behaviour). I am asking you to Stop and Think about how to change your behaviour.

WARNING - NAME, I do not like (behaviour). I have asked you to Stop and Think about how to change your behaviour. Now I am giving you a Warning to change your behaviour.

CONSEQUENCE - NAME, because you have chosen not to listen to the warning, there will now be a consequence for your actions. I will discuss this with you after the lesson.

	Breach of school Expectations	Y3-6 appropriate Sanctions	Aim
Level 1	One off minor breach of expectations Pupil is unkind or disrespectful to another pupil or member of staff Pupil disregards another child's belongings Pupils' work below their normal standard Pupil has not handed in their homework Pupil has disrupted a lesson	STOP & THINK verbal reminder and conversation with pupil. If verbal reminder is not listened to and the learning of others is negatively impacted then;	Pupil corrects their behaviour, without need for further reminders.
		WARNING CARD issued NAME, I do not like (behaviour). I have asked you to Stop and Think about how to change your behaviour. Now I am giving you a Warning to change your behaviour.	Pupil has a visual reminder of expected behaviour and corrects their behaviour.
Level 2	Multiple minor breaches of expectations over a week. Pupils' work is consistently below their normal standard and across various subjects Pupil is consistently unkind or disrespectful to other pupils or staff Pupil consistently disregards another child's belongings Pupil has disrupted multiple lessons	CONSEQUENCE issued stating the reason why Loss of break time - to reflect and discuss behaviour Apology letter if suitable Class Dojo message to parents or meeting with Parents requested	Pupil demonstrates an understanding of wrong doing. Pupil has time to reflect on their behaviour and discuss with their parents.
		More than one CONSEQUENCE issued in a week. Supervised break time with DHOP/DHOA Apology letter if suitable Targets set with DHOP/DHOA and discussed with pupil/parents.	Parents and school work together to support the pupil in correcting their behaviour.

Level 3	Sustained repeated level 2 breaches of expectation (Sustained refers to a pupil who continues to breach expectations despite level 2 interventions)	Time out of circulation (decision made in regards to individual pupil) Loss of privileges including attending ECAs or representing the school. 2 Week report card (discussed with DHOP at the end of each week) Individual Behaviour Plan, reviewed with parents every 2 weeks.	Parents and school work together to support the pupil in correcting their behaviour. Pupil understands the severity of their actions and how they impact others.
Level 4	Alleged serious breaches of school policy.	Internal isolation pending investigation or external suspension if deemed appropriate for safety of pupil or pupils	Pupil is made accountable for their actions
	Major breaches of the school policy.	Internal suspension and loss of privileges	Pupil is made accountable for their actions
Level 5	Substantiated allegation of a serious breach or a continuation of Level 4 behaviours	External Exclusion In accordance with the school policy	Pupil is made accountable for their actions

إرشادات عقوبات السلوك لأولياء الأمور

يتم اتباع هذه الإرشادات من قبل جميع العاملين في المرحلة الابتدائية؛ لضمان استمرارية اللغة المستخدمة من قبل جميع المعلمين. تتوفر المراحل الثلاث (التوقف والتفكير، الإنذار، والعقاب) كما هو موضح أدناه في جميع مكاتب الموظفين، باللغتين الإنجليزية والعربية. تشكل هذه الإرشادات جزءاً من سياسة السلوك الأساسي لـ NIA .Smash

- **توقف وف ّكر** - اسم الطالب: لم يعجبني (سلوك كذا). أطلب منك الآن التوقف والتفكير في كيفية تغيير سلوكك. أتوقع منك أن (تفعل كذا وكذا).
- **بطاقة الإنذار** - الاسم: لا يعجبني أن تفعل كذا. طلبت منك التوقف والتفكير في كيفية حل هذا السلوك. الآن أعطيك إنذاراً لتغيير سلوكك. أتوقع منك (كذا وكذا).
- **بطاقة العقاب** - الاسم: لأنك اخترت عدم الاستماع إلى التنبيهات، سيكون هناك عقاب لتصرفك. سأنقش ذلك معك بعد الحصة.

الهدف	3-6العقوبات المناسبة	خرق قواعد المدرسة	المستوى 1
بصح التلميذ سلوكه دون الحاجة إلى المزيد من التذكيرات.	توقف وف ّكر: تذكير شفهي وحديث مع الطالب. إن لم يستمع الطالب إلى التحذير الشفاهي؛ وتأثر تعلم الطلاب الآخرين سلباً.	خرق بسيط للتوقعات لمرة واحدة: -التلميذ غير لطيف، أو لا يبدي احتراماً تجاه تلميذ آخر أو أحد أعضاء فريق العمل. -يتجاهل الطالب متعلقات طفل آخر...يعمل الطالب دون المستوى العادي..لم يسلم الطالب واجباته المدرسية -أعاق الطالب درّسا.	
يُذكر الطالب بالسلوك المتوقع تذكيراً مرثياً وبصح سلوكه.	بطاقة الإنذار: إعطاؤه بطاقة التحذير. اسم الطالب: لم يعجبني (سلوك كذا). أطلب منك الآن التوقف والتفكير في كيفية تغيير سلوكك. أتوقع منك أن (تفعل كذا وكذا).		

يوضح الطالب فهمه للخطأ. لدى الطالب الوقت للتفكير في سلوكه ومناقشته مع والديه.	إصدار بطاقة عقاب: -عدم أخذ وقت الاستراحة؛ للتفكير في السلوك ومناقشته..كتابة خطاب اعتذار إذا كان ذلك مناسباً -إرسال رسالة لأولياء الأمور عبر Class Dojo أو طلب اجتماع معهم	عدة خروقات بسيطة للتوقعات على مدار أسبوع: - يعمل الطالب باستمرار دون المستوى العادي في مختلف المواد. - يتسم الطالب بعدم اللطف أو عدم	المستوى 2
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احترام التلاميذ أو الموظفين الآخرين. - يتجاهل الطالب باستمرار متعلقات طفل آخر. -يعوق التلميذ دروساً متعددة.	إصدار أكثر من بطاقة عقاب في الأسبوع: - يقضي الطالب استراحته تحت الإشراف مع DHOA / DHOP - خطاب اعتذار إذا كان ذلك من "سبب". - تحديد الأهداف مع DHOA / DHOP ومناقشتها مع الطلاب / أولياء الأمور.	يعمل الآباء والمدرسة م "ع" لمساعدة الطالب على تصحيح سلوكه.
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المستوى 3	استمرار مخالفات التوقعات الواردة في المستوى 2. (الاستمرار يشير إلى أنَّ التلميذ يستمر في خرق التوقعات على الرغم من تدخلات وإجراءات المستوى 2).	قضاء الوقت بمعزل عن بقية الطلاب (قرار متخذ تجاه تلميذ بعينه): - فقدان الامتيازات، بما في ذلك حضور الأنشطة اللامنهجية (ECAs) أو تمثيل المدرسة. - بطاقة تقرير لمدة أسبوعين (تُناقش مع DHOP في نهاية كل أسبوع). - خطة السلوك الفردية، تتم مراجعتها مع الوالدين كل أسبوعين.	يعمل أولياء الأمور والمدرسة م "ع" لمساعدة الطالب على تصحيح سلوكه. يفهم الطالب خطورة أفعاله وكيف تؤثر على الآخرين.
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المستوى 4	الانتهاكات الجادة المزعومة لسياسة المدرسة.	العزل الداخلي؛ في انتظار التحقيق أو الفصل؛ إذا اعتبر ذلك من "سبب" لسلامة الطالب نفسه أو بقية الطلاب.	يُحاسب الطالب على أفعاله.
	المخالفات الجسيمة لسياسة المدرسة.	الفصل الداخلي، وفقدان الامتيازات.	يُحاسب الطالب على أفعاله.

المستوى 5	الادعاء الموثق بخرق خطير للقوانين السلوكية، أو استمرار سلوكيات المستوى (4).	الاستبعاد الخارجي، وفق سياسة المدرسة.	يُحاسب الطالب على أفعاله.
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