

Newton International School West Bay

An international community of learners who are striving for excellence and celebrating success



Behaviour for Learning Policy 2025-2026

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.

Our Beliefs

- That everyone in the school community has rights and responsibilities to ensure that Newton International School, West Bay is a safe place to learn and play
- Children have the right to learn and play in a friendly, safe and helpful school
- Teachers and staff have the right to teach and work in a friendly and safe school which is supported by the community
- Parents have the right to feel welcome and to know that our children learn and play in a friendly, safe and helpful school

Our Values

The following ethical values underpin the standards of teaching, knowledge, skill competence and conduct here at Newton International School, West Bay:

Respect

Teachers uphold human dignity and promote equality, emotional and cognitive development. In their professional practice, teachers demonstrate respect for religious and cultural values, diversity, social justice, freedom, democracy and the environment.

Integrity

Honesty, reliability and moral action are embodied in integrity. Teachers always exercise integrity through their professional commitments, responsibilities and actions.

Care

Teachers' practice is motivated by the best interests of the pupils entrusted to their care. Teachers show this through positive influence, professional judgement and empathy in practice.

Trust

Teachers' relationships with pupils, staff, parents, school management and the public are based

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on trust. Trust embodies fairness, openness and honesty.

Our Approach

At Newton International School, West Bay, our positive approach, building positive relationships with children is at the heart of our effective behaviour management. A strong relationship connects us to our children and without that connection our ability to influence and lead them is diminished.

At Newton International School, West Bay, our teachers:

- Are always well-prepared
- Meet & greet children enthusiastically
- Show a genuine interest in every child
- Listen readily to each child's point of view
- Trust and empower our children, giving them responsibilities and choices
- Maintain our dignity and self-esteem, even when we are challenged
- Treat the children with the same level of respect that we are due

Curriculum

We recognise that well-planned, motivating lessons have a positive impact on pupil's learning behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities. Through PSHE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning.

Rewards and Incentives

- Emotional feedback is the most effective form of reward; smiles, thanks and gestures such as thumbs up
- Stars, stickers and stamps are not effective in the long term unless they are linked to emotional feedback
- Once given, rewards should never be taken away – if a child subsequently makes a poor choice then an appropriate sanction should be applied
- Rewards must be given out fairly and not used as 'bribes'

Pupils of the Week

Each week, class teachers will have a different focus for awarding the class Pupil (Star) of the Week such as; Arabic, Writing, Mathematician, Critical thinker etc. Certificates will be presented in weekly assemblies and their photo will be shared with parents on their class' Class Dojo Story.

House Points

Every child in Year 1 to Year 6 will belong to one of our 4 houses. House Points will be awarded for acts of kindness, courtesy and good citizenship. Expected behaviour should not be rewarded but rather exemplary behaviour that exceeds our high expectations. Children will record their house points in every class collected in each year group and phase. Each week the house champions will be announced with term winners receiving a prize.

Attendance

Each week, the class with the best attendance in each phase will receive a prize e.g. the classes with the best weekly attendance in Foundation 1 & 2 receive popcorn as a special treat.

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Achievement

We are committed to celebrating achievement and catching children demonstrating positive attitudes towards their learning. Teachers award Dojo points and merits for excellent effort and achievement, and they share the children's success with their parents through class dojo communication, postcards, 'caught in the act' instant certificates and achievement certificates that are awarded by the Principal or Head of Primary in assembly.

Each class teacher uses their own flair and creativity to establish a vibrant learning environment where the children's efforts and achievement are celebrated. House points and Dojo points (merits) can be awarded by all academic staff for achievement in their learning. This can include progress in their attitudes and behaviour towards their learning as well as academic achievement.

- Teachers issue merits in books for personal achievement. If the child now understands the bus stop method for division or achieved 10/10 in a spelling test their teacher will give them a merit.
- Teachers need to know their children well and use their professional judgment to get the desired outcomes when offering feedback.

Responsibilities

We maintain high expectations of our children and often reward their maturity and conscientiousness by offering them greater responsibilities and appointing children into leadership positions.

Remember there is no such thing as a bad child, just bad choices.

It is not the severity of the sanction that makes them effective limiters; it is their inevitability – the certainty that you will do something. We expect skillful adult behaviour to de-escalate and reduce undesirable behaviour at the early stages in most cases.

Our agreed behaviour management strategies are arranged in the following hierarchy:

- **Step 1:** Observe and identify behaviour – Decide if the exhibited behaviour is a minor or major incident.
- **Step 2:** Reinforce positive behaviour expectations – Praise other around individual; prompt expected behaviour and use questioning to re-engage.
→ If behaviour changes: Give positive recognition and continue to monitor behaviour. If behaviour repeats again after time, repeat step. If the step has already been repeated move onto step 3.
- **Step 3:** Direct Teacher Interaction – Private conference; relocation within classroom; Zones of Regulation (KS2) or Colour Monsters (KS1) to be used
→ If behaviour changes: Give positive recognition and continue to monitor behaviour. If behaviour repeats again after time, repeat step. If the step has already been repeated move onto step 4.

When holding private conferences with pupils regarding their behaviour teachers are to utilise the Zones of Regulation and their Restorative Conversations training.

- **Step 4:** Restorative Intervention – Restorative conversation held; Zones of Regulation (KS2) or Colour Monsters

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(KS1) to be used

→ Teacher who observed behaviour is to:

- Have pupil complete behaviour reflection sheet and hold a restorative conversation.
- Inform Team Leader and Key Stage Coordinator - via Slack.
- Inform parents via Class Dojo, Arabic and Specialist teachers to also inform Class Teachers
- Teacher to log behaviour on SIMS
- If behaviour changes: Give positive recognition and continue to monitor behaviour. If behaviour repeats again after time, repeat step. If the step has already been repeated move onto step 5.

- **Step 5:** Referral to SLT – Both major and repeated, consistent minor behaviour is automatically referred to SLT

- Teacher to log behaviour on SIMS if direct referral
- SLT will arrange meeting with pupil
- SLT will interview, counsel and assign consequence as needed
- SLT will inform teacher, MMT and parents of resolution
- Pupil to be placed on behaviour tracker
- Letter of concern sent home
- Meeting between SLT and parents arranged
- List child's name and picture on the behaviour document on the weekly bulletin so all staff are aware and can support with behaviour.

Teaching teams will be expected to keep a record of their children's behaviour. If the cycle is repeated regularly the second meeting with parents will involve the class teacher and the team leader and the final meeting will be with the Head of Primary or the Principal, where the parents will be made aware of the urgent need for things to improve.

Vulnerable Pupils

At Newton International School, West Bay, we believe that there is no such thing as a naughty child, only a needy one.

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils, and alternative more appropriate strategies will be deployed which may supersede any guidance within this policy.

Behaviour tracking sheets from class teachers will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils. This information will contribute towards Personal Behaviours Plans. The school will need to work closely with the parent to identify the reason for these behaviours and to support the child in making necessary changes.

Incident Forms

Pupil/Staff behaviour incident forms are completed by all staff when a serious incident occurs. It is the responsibility of the member of staff dealing with the incident to follow up, ensuring that investigations are completed and that the class teacher and team leader are informed. The Principal should be made aware of all serious incidents and all incident forms should be uploaded to that child's file on SIMS.

Expectations

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All members of the school community will:

- Care, cooperate and show consideration of others.
- Be polite and tolerant towards others.
- Strive to promote a secure, thriving and growing educational community.
- Respect the rights and property of others.
- Encourage a positive attitude towards learning
- Seek to be honest and encourage personal integrity
- Learn the value of friendships and develop trusting relationships

Children are expected to:

- Know, observe and adhere to the school rules.
- Respect teachers, other adults and other students.
- Take responsibility for their actions.
- Be aware and accept the consequences for inappropriate behaviour.
- Be courteous, well mannered and positive with others in the school environment.

Parents are expected to:

- Know and support the school rules at home.
- Be familiar with class and whole school positive reinforcement strategies.
- Be aware of consequences for their children if school rules are broken.
- Support staff in the implementation of this policy, including reinforcing rewards and incentives and supporting their children in understanding why our expectations are so important.

Summary of Procedures:

1. All staff using our 5 steps in order to reinforce behaviour for learning
2. Each day will be a fresh start for the children
3. For repeated low to moderate level behaviour teachers will all support the children to redirect their behaviour choices
4. When a child reaches step 4; the teacher responsible is expected to contact parents in order to arrange a meeting which should be recorded (see staff handbook). All cases where a child reaches the intervention step should be recorded onto SIMS.
5. If a child reaches step 4 a second time within a half term, through persistent low-level disruption; then parents will be called, and the Team Leader joins the meeting. Teachers will be expected to share techniques and initiatives (with appropriate evidence) that they have used up to this point openly. They should also ask parents how they support their child at home and what techniques work for them. If the class teacher is the Team Leader, The Key Stage Coordinator will support the meeting.
6. If a child reaches step 4 a third time within a half term, then the Principal or Head of Primary will request a meeting. The class teacher and team leader will be expected to attend (other key members of staff as deemed appropriate) to convey the seriousness of the situation.
7. In rare cases of a serious breach of the school rules e.g. significant bullying, assault or damage to school property – staff need to complete an incident form. If a child is injured to the head or leaving a mark, parents should be informed by the school nursing team. The Head of Primary and/or Principal should be informed before parents are contacted. The outcome will either be a meeting as described in Point 5 or Point 6 as agreed by the SLT.

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8. In extreme cases or when a child persistently demonstrates a disregard for our school and values, then the School reserves the right to require a child to be excluded permanently. Once we have reached this stage, they will not be eligible to apply at another Newton school as they will be blocked on the system.

Additional Procedures to Maintain and Encourage Good Behavior According to MOE Guidelines:

9. Procedures to Maintain and Encourage Good Behavior:

- The school follows structured procedures to consistently encourage and reinforce good behavior, including the use of positive reinforcement strategies and clear expectations outlined in the policy.

10. Procedures for Dealing with Undesirable Behavior:

- The school has a clear and gradual disciplinary process to address undesirable behavior, beginning with reminders and escalating to more formal interventions as needed. These procedures are designed to be fair, consistent, and respectful of students' rights.

11. Addressing Bullying and Disgraceful Actions:

- Bullying and any disgraceful actions are taken seriously and are addressed promptly according to established school policies that ensure a safe and supportive environment for all students. This aligns with Goal No. 16 of the Sustainable Development Goals, promoting peaceful and inclusive environments.

12. Gradual Disciplinary Procedures:

- Disciplinary actions are gradual and based on the severity of the violation. Importantly, these procedures DO NOT exclude:
 - Physical punishment
 - Psychological humiliation
 - Group punishment or threats for individual behavior
 - Deduction of test or assignment grades

13. Guidelines for Disciplinary Actions:

- Guidelines ensure that disciplinary actions are conducted in a way that respects the child's dignity and rights. These include fair treatment, clear communication, and the involvement of parents when necessary.

14. Procedures for Communicating with Parents:

- Parents are kept informed about their child's behavior and any disciplinary actions taken. This communication is vital for maintaining a supportive home-school relationship.

15. Procedures for Filing Complaints and Grievances:

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- The policy outlines clear procedures for filing complaints and grievances, ensuring that concerns are addressed fairly and efficiently.

16. Attendance and Punctuality:

- There are specific procedures for maintaining accurate records of student attendance and departure. The school also has procedures for addressing morning tardiness and repeated absences, ensuring that students are consistently engaged in their learning.

17. Documentation and Record-Keeping:

- The policy includes procedures for documenting violations, reports, and investigations, ensuring that all actions are recorded accurately and transparently.

18. Psychological Support and Counseling:

- The school provides psychological support and counseling to students who need assistance in dealing with personal or social issues, ensuring that all students have access to the resources they need for their well-being.

19. Formation of a School Committee:




- Our school committee manage and handle student behavior, ensuring fairness and justice in all disciplinary actions. This committee would be responsible for upholding the principles and procedures outlined in the policy.

These additions ensure that the policy is comprehensive, fair, and aligned with best practices in behavior management and student support

Reviewed Date: August 2025

Next Review Date: June 2026

Reviewed by: M Stuart; A Strydom; K Dower

Principal's Signature	Head of Primary's Signature	EYFS Coordinator
		

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Bullying Behaviour Record 2025-2026

1. Name of pupil being bullied and class group

Name

Class

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

5. Name of person(s) who reported the bullying concern

4. Location of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	
Texting			

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Gender	Disability/SEN related	Racist	Religion	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed

(Relevant Teacher) Date

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date submitted to Principal/Head of Primary/KS Coordinator
/Arabic Coordinator

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Daily Behaviour Tracker

Teacher:

Class: Student:

Week:

Times	Sunday	Monday	Tuesday	Wednesday	Thursday
07.00-07.10	Registration				
Lesson 1	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework
Lesson 2	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework
Lesson 3	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework
Lesson 4	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework
Lesson 5	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework
Lesson 6	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework
Lesson 7	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework	Listened to teachers Completed class work Completed homework

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Appendix A:

Incident Report 2025-26

Incident Report 2025-2026

Date:	Investigating staff member:	Child:	Year:
		Others involved	Year:
			Year:
			Year:

When did this happen?

Lesson:	Break Time: 1 st break/2 nd break	Zone:
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Summary of Incident:
Action pending:
Final Action Taken:

Teacher(s):

Arabic Coordinator:

Head of Primary:

Principal:

Signature of teacher:

Were parents informed? Yes/No

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Letter of concern notice 1 and 2

مدرسة نيوتن العالمية
NEWTON INTERNATIONAL SCHOOL



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Letter of Concern

Notice: 1

Date:

Dear Parent of

I am writing to inform you thatis having some behavioral problems. I would greatly appreciate your cooperation in working with me to resolve these issues.

..... was involved in a physical incident at school where he hit other pupils. This kind of behaviour is not tolerated at Newton International School West Bay. We trust that you as a parent will support us to intervene and discuss this behaviour with your child at home. Negative behaviour will have a negative impact on your child's performance and academic progress.

I would like to meet with you as soon as possible to discuss these problems and how we can help _____ resolve them.

Sincerely,

Year:

Teacher:

Please note: A copy of this letter will be placed in your child's file.

Letter of concern notice 3

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Letter of Concern

Notice: 3

Date:

Dear Parent of

I am writing to inform you thatis having some behavioral problems. I would greatly appreciate your cooperation in working with me to resolve these issues.

..... was involved in a physical incident at school where he hit other pupils. This kind of behaviour is not tolerated at Newton International School West Bay. We trust that you as a parent will support us to intervene and discuss this behaviour with your child at home. Negative behaviour will have a negative impact on your child's performance and academic progress.

I would like to meet with you as soon as possible to discuss these problems and how we can help _____ resolve them.

Sincerely,

Year:

Teacher:

Please sign to acknowledge that if there are repeated behavior incidents of this severity you acknowledge that the School reserves the right to require a child to be excluded permanently when this is needed for the safety of other children and/or the maintenance of a learning environment. Once we have reached this stage, they will not be eligible to apply at another Newton school as they will be blocked on the system.

Parent Signature: _____

Date: _____

Please note: A copy of this letter will be placed in your child's file.