

NEWTON INTERNATIONAL ACADEMY LUSAIL

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

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Newton International Academy Lusail

Primary Behaviour Policy

2025 - 2026



Last Review: August 2025

Next Review: June 2026

Reviewer: Policy Committee



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Introduction

At Newton International Academy Lusail, we are committed to providing a high-quality education that supports the academic and personal development of all students. Our aim is to foster a learning environment where every pupil is encouraged to achieve academic excellence, embrace creative expression, develop independent thinking skills, and grow into responsible, lifelong learners.

To support this vision, we prioritise a safe, inclusive, and structured school environment that promotes self-discipline, respect, and motivation. We strive to cultivate a calm and caring atmosphere where positive relationships underpin effective teaching and learning. Our approach is rooted in collaboration, with students, staff, parents, and the wider community, to ensure that every learner can thrive and contribute meaningfully to our school and society.

Policy Statement

The Primary Behaviour Policy at Newton International Academy Lusail reflects our shared mission, vision, and values. We believe that a consistent focus on recognising and rewarding positive behaviour fosters a respectful, inclusive, and purposeful school culture. Rather than merely responding to negative conduct, we aim to proactively nurture a learning environment in which students are encouraged to make responsible choices, take ownership of their actions, and contribute positively to the school community.

Aim of the Policy

This Behaviour Policy is designed to provide all staff at Newton International Academy Lusail with a clear and consistent framework for promoting positive behaviour and managing misconduct fairly and effectively. It aims to support the creation of a respectful, safe, and focused learning environment where all students can thrive.

The policy specifically aims to:

- Encourage and reinforce positive behaviour throughout the school.
- Promote self-discipline, accountability, and respectful relationships.
- Ensure all members of the school community feel valued, supported, and secure.
- Create a calm, inclusive, and structured environment where effective learning takes place.
- Foster mutual respect through clear expectations and shared values.
- Support students in developing into confident, responsible, and independent individuals.
- Recognise and reward positive conduct and academic effort consistently.
- Apply sanctions fairly and proportionately in response to inappropriate behaviour.
- Strengthen the partnership between home and school in supporting behaviour and wellbeing.

Context of the Behaviour Policy

At Newton International Academy Lusail, we recognise the responsibility of all staff to model and promote the highest standards of behaviour. The example set by teachers and staff plays a crucial role in shaping student



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conduct, relationships, and attitudes. We believe that good behaviour is underpinned by shared values, respectful communication, and a positive, inclusive school culture.

As educators, we are committed to:

- Creating a positive school climate with clear, realistic expectations.
- Valuing each individual and encouraging a strong sense of belonging.
- Promoting honesty, tolerance, courtesy, and kindness through example.
- Providing a supportive, inclusive, and caring learning environment.
- Building respectful and empathetic relationships.
- Encouraging respect for others' rights and property.
- Actively discouraging dishonesty and bullying.
- Nurturing students' self-respect, responsibility, and moral development.
- Recognising and celebrating the effort and contribution of all learners.

The Curriculum and Learning

We believe that an engaging, well-structured curriculum contributes significantly to good behaviour. Lessons that are relevant, appropriately challenging, and responsive to individual learning needs help students remain focused, motivated, and confident.

Effective curriculum planning should include:

- Clear learning objectives that are shared and understood.
- Differentiated content to meet a range of abilities and learning styles.
- Active participation by students in their own learning journey.
- Ongoing feedback through consistent marking and constructive dialogue.

High-quality teaching promotes strong behaviour by making students feel secure, successful, and supported in the classroom environment.

Classroom Management

Classroom management is central to maintaining positive behaviour. A well-organised, welcoming, and purposeful classroom sets the tone for learning and encourages students to meet expectations.

Key features of effective classroom management include:

- Respectful teacher-student relationships based on trust and fairness.
- Routines and expectations that are consistent and clearly communicated.
- Use of praise and encouragement to reinforce positive choices.
- Learning spaces that are tidy, inclusive, and conducive to engagement.
- Resources that are accessible and arranged to support independent learning.

Teachers are expected to use proactive strategies to prevent low-level disruption and to respond calmly and consistently when behavioural concerns arise.



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Communication with Parents

Strong partnerships with parents are essential to supporting good behaviour. Open, timely communication ensures that families are informed and involved, both when celebrating positive behaviour and when addressing concerns.

Key staff responsible for behaviour support and communication include:

- The Form Tutor, who provides the first layer of pastoral care.
- The Year Leader, who supports with patterns of behaviour and interventions.
- The Head of Primary (Pastoral) and school counsellor, who assist with more serious or ongoing concerns.

Parents are encouraged to work collaboratively with the school in reinforcing behavioural expectations and supporting their child's development.

Links with the Community

NIA Lusail aims to instil a strong sense of community responsibility and citizenship in all students. We promote conduct that reflects positively on the school and contributes to a respectful, inclusive local environment. Students are expected to represent the school with pride and demonstrate maturity, courtesy, and respect in all public settings, whether on school trips, at events, online or in daily interactions beyond school grounds.

Rewards and Recognition

At Newton International Academy Lusail, we believe that recognising and celebrating positive behaviour, effort, and achievement plays a vital role in fostering a respectful, motivated, and high-performing school culture. The emphasis of our behaviour policy is not only on addressing misconduct but on actively reinforcing the behaviours we wish to see.

Praise and recognition are powerful tools. Whether offered informally or formally, privately or publicly, they communicate that good behaviour is valued and appreciated. Students may be recognised not only for exceptional achievements but also for consistent effort, improvement, kindness, and engagement.

Our rewards system supports and celebrates:

- Academic effort and attainment
- Personal progress
- Exemplary behaviour and attitude
- Punctuality and attendance
- Acts of kindness and respect
- Participation in school life
- Leadership and teamwork
- Respect for school rules and the wider community



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We remain committed to involving students in the development of our rewards system by seeking their feedback and ideas on how recognition can be made meaningful, age-appropriate, and motivating.

Examples of rewards include:

- Verbal praise from teachers and peers
- Achievement and house points (recorded in SIMS)
- Subject and year group certificates
- Celebration in year group or whole-school assemblies
- Positive phone calls, emails, or notes home
- Display of student work on boards and in corridors
- End-of-term reward events or trips
- Recognition by Heads of Year and SLT for outstanding contributions

Our rewards framework is supported by the school's House System, reinforcing teamwork, friendly competition, and a shared sense of pride.

Sanctions

At Newton International Academy Lusail, we promote high standards of behaviour through encouragement, praise, and positive reinforcement. However, when behaviour does not meet expectations, clear and proportionate sanctions are applied to uphold the integrity of the school environment and support students in making better choices.

Sanctions serve to:

- Maintain a safe, respectful, and focused learning environment
- Reinforce behavioural expectations and school values
- Support students in developing responsibility and self-discipline
- Ensure consistent and fair responses across all year groups

Every sanction must meet two criteria:

1. The reason for the sanction is clearly explained to the student.
2. The change in behaviour required is clearly outlined.

Sanctions Include:

- Level 1 - Verbal warning or reminder of expectations
- Level 2 - Removal from class for short-term reflection and to reset with an appropriate adult (Teacher, Teaching Assistant, Year Leader, Counsellor, SLT)
- Level 3 - Break time, lunchtime, or after-school detention with Year Leader/SLT.
- Level 4 – Behaviour report card monitored by Year Leader/SLT
- written warning or behaviour contract
- Level 5 - Internal suspension (supervised)
- Level 6 - External suspension (fixed term)



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- Level 7 - Permanent exclusion (in severe or persistent cases)

Any of these stages may be passed over if the nature of the behaviour requires it.

Whereby a student may miss school due to a sanction as part of this policy, no fees will be reimbursed.

The School will make contact with parents or guardians for Level 3 and above.

The school also reserves the right to withdraw a child from school activities beyond the regular timetable if their pattern of behaviour suggests:

- They will disrupt the success of the activity, impacting on their enjoyment and learning as well as other pupils.
- They could put themselves at risk of harm.
- They could put other children at risk of harm.
- They could put staff or other adults at risk of harm.

These activities may include attendance at sports fixtures, holding positions of responsibility, educational visits or school events. Withdrawal from these activities will be communicated with parents.

The school requests parental/guardian support in reinforcing the school's expectations.

School Rules

To support a safe and respectful school environment, all students are expected to:

- Treat all members of the school community with kindness and respect.
- Follow instructions given by staff promptly and politely.
- Come to school fully equipped and ready to learn.
- Complete homework on time and to a good standard.
- Adhere to the school's no mobile phone policy.
- Respect school property and the belongings of others.
- Move around the school calmly and responsibly.
- Use appropriate language at all times.
- Only use the toilet during lessons when necessary and with teacher permission.
- Avoid bringing valuables or non-essential personal items to school.
- Never bring prohibited items onto school premises.
- Represent the school positively both in and out of school, including during trips, events, online and transitions.

These rules are displayed across the school and reinforced regularly through assemblies, tutor sessions, and classroom routines. Breaches of these expectations will result in sanctions as outlined above.



Procedures for Managing Negative Behaviour

When a student display continued or escalating behavioural concerns, structured interventions must be implemented to ensure the behaviour is monitored closely and improved over time. The goal is always to support the student in making positive changes, while maintaining a safe and respectful environment for all.

Recording Behaviour

All behaviour incidents requiring intervention must be logged in SIMS by the staff member involved. These entries must include a brief description of the behaviour, action taken, and clearly outlined next steps. This ensures consistent communication between staff, Heads of Year, SLT, and parents.

Consistency in Sanctions

To maintain fairness and clarity, all staff are expected to follow the agreed Sanction Framework. Responses to behaviour should be proportionate and consistent across the school, with a clear link between student actions and consequences. All sanctions must be communicated to the student and recorded appropriately.

Pastoral Support and Escalation

As patterns of misbehaviour emerge, the following interventions may be applied:

- Referral to Form Tutor or Year Leader for follow-up
- Placement on a behaviour report card
- Parental meeting to establish support plans and behaviour targets
- Referral to the school counsellor or inclusion team for personalised intervention
- Creation of a Behaviour Support Plan (BSP) or Behaviour Contract, if necessary

Pastoral staff will work with students to address the underlying causes of behaviour, offering counselling and reflective conversations to encourage change.

Non-Reenrolment or Expulsion of a Student

The decision not to reenrol a student for the following academic year, or to proceed with permanent exclusion, is considered a last resort. It is only taken in exceptional circumstances where the student's behaviour poses a significant risk to the learning, wellbeing, or safety of others, or where persistent misconduct continues despite structured intervention.

Such action may only be taken with the approval of the Higher Management of the Newton Group of Schools and after all internal processes, support strategies, and family engagement efforts have been exhausted.

Examples of grounds for non-reenrolment or expulsion include:

- Use, possession, or distribution of alcohol, drugs, or illegal substances
- Deliberate or repeated damage to school property
- Persistent refusal to follow the behaviour policy despite multiple interventions
- Physical assault against a member of staff or another student



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- Serious or repeated involvement in violent or aggressive incidents
- Chronic absenteeism in line with the school's attendance policy
- Accumulated behaviour incidents (e.g. multiple suspensions, high behaviour points) that significantly disrupt the school environment and show no signs of improvement

All such cases will be reviewed by the Senior Leadership Team, documented in full, and discussed with the family in a formal meeting prior to any final decision being made.

Policy Review and Evaluation

This Behaviour Policy is subject to continuous monitoring and formal annual review to ensure it remains relevant, effective, and aligned with NIA Lusail's values and strategic goals.

The Senior Leadership Team (SLT) is responsible for reviewing the implementation of the policy, including behaviour trends, interventions, and impact on student outcomes. Feedback from staff, students, and parents will be considered in the review process.



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Appendix 1 - Behaviour Categories

To ensure a consistent, fair, and structured response to student conduct, negative behaviour is categorised into three levels at Newton International Academy Lusail. Each category corresponds to increasing levels of severity and is linked to appropriate consequences and support interventions.

Category 1: Misdemeanour	
Misconduct: Misdemeanour	Possible Consequence / Sanctions
Use of a mobile phone Disruptive or off-task behaviour Defiance or talking back Missing or incomplete homework Lack of required equipment Playing games or sleeping in class Inattentiveness or poor effort Arriving late to lessons (more than 5 minutes) Minor truancy (within school) Use of rude, inappropriate, or offensive language Dishonesty, including lying or cheating in class tasks Disrespect toward peers or staff Minor damage or misuse of property Other behaviour deemed disruptive but not aggressive or harmful	Confiscation of the phone and parent/guardian informed Private conversation or reprimand Reflection time during or after class Reseat or change of classroom seating Teacher contact with parent/guardian Behaviour recorded on SIMS Detention Placement on Report Card Referral to school counsellor for repeated behaviours Meeting with Team Leader
Category 2: More serious misconduct	
Misconduct: Misdemeanour	Possible Consequence / Sanctions
Repetition of Category 1 behaviours despite intervention Damage to school property Disruption during break or transition periods Intentionally setting off the fire alarm Smoking or possession of tobacco/vape products Verbal abuse toward staff Cheating during exams or assessments Bullying or targeted mistreatment of another student	Immediate referral to Head of Year or Pastoral Lead Placement on Report Card Formal parental meeting with meeting minutes recorded Payment for damaged property, if applicable Referral to school counsellor for structured support Internal exclusion Possible fixed-term external suspension Ongoing behaviour monitoring by Year Leader and SLT
Category 3: Severe misconduct	
Misconduct: Misdemeanour	Possible Consequence / Sanctions
Repetition of Category 2 behaviours without improvement Physical assault of a student or staff member Bullying or harassment of a staff member Fighting or aggressive physical altercations Possession or use of illegal or prohibited substances Racist or discriminatory behaviour Major theft or deliberate damage Refusal to sit or complete examinations without valid reason	Immediate referral to Senior Leadership Team Placement on Report Card Behaviour contract signed by student and parent Mandatory counselling support and regular follow-up meetings Parental meeting with SLT to discuss ongoing risk Suspension (internal or external depending on severity) Final warning or formal non-renewal letter issued in extreme cases Recommendation for permanent exclusion in line with MOEHE procedures