**NEWTON INTERNATIONAL ACADEMY LUSAIL**

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# Newton International Academy Lusail

# Primary Behaviour Management Policy

## 2026 - 2027

**Last Review:** August 2026
**Next Review:** June 2027
**Reviewer:** Policy Committee

## 1. Introduction and Policy Statement

At Newton International Academy Lusail, we are committed to creating a safe, respectful, inclusive and purposeful learning environment in which every pupil can thrive. Positive behaviour is fundamental to effective teaching and learning and to the personal, social and emotional development of our pupils.

Our approach to behaviour is based on high expectations, positive relationships, clear and consistent routines, recognition of positive choices and appropriate consequences when behaviour falls below expectations. Behaviour is explicitly taught, modelled and reinforced, with pupils supported to develop self-discipline, responsibility and respect for others.

The school recognises that behaviour can be a form of communication and that individual circumstances, age, stage of development and additional needs may influence a pupil's behaviour. Responses are therefore fair, proportionate and appropriate to the individual, while maintaining consistently high expectations for all pupils.

This policy provides a clear framework for promoting positive behaviour and responding to behaviour concerns across the Primary phase. It supports a consistent partnership between pupils, staff and parents and should be read alongside the school's Safeguarding and Child Protection, Anti-Bullying, SEND/Inclusion and other relevant policies.

## 2. Aims and Principles

The Primary Behaviour Management Policy aims to:

- promote a calm, safe, respectful and purposeful learning environment;
- establish clear and consistent expectations for behaviour across the Primary phase;
- encourage pupils to develop self-discipline, responsibility, resilience and respect for others;
- recognise and reinforce positive behaviour, effort and improvement;
- ensure that responses to inappropriate behaviour are fair, proportionate and consistent;
- support pupils to reflect on their choices, understand their impact on others and make positive changes;
- ensure that individual needs and circumstances are considered when responding to behaviour;
- strengthen positive partnerships between pupils, staff and parents; and
- safeguard the wellbeing, dignity and rights of all members of the school community.

Our approach is guided by the following principles:

- positive relationships underpin positive behaviour;
- positive behaviour should be explicitly taught, modelled and reinforced;
- recognition and encouragement are central to developing positive behaviour;
- expectations should be consistently applied by all staff;
- consequences should be appropriate, proportionate and educational;
- restorative approaches should support reflection and the rebuilding of relationships where appropriate; and
- every pupil should be given the opportunity to learn from mistakes and make a positive fresh start.

## 3. Roles and Responsibilities

Promoting positive behaviour is a shared responsibility. All members of the NIA Lusail community are expected to contribute to a safe, respectful and purposeful learning environment.

**School Leadership**

The Principal, Deputy Principal and Primary Leadership Team are responsible for:

- ensuring this policy is implemented consistently across the Primary phase;
- supporting staff in managing significant or persistent behaviour concerns;
- monitoring behaviour patterns and the effectiveness of interventions;
- ensuring appropriate support is provided for pupils with additional needs; and
- working with parents and relevant staff where behaviour requires further intervention.

**Staff**

All staff are expected to:

- model respectful, calm and professional behaviour;
- establish positive relationships with pupils;
- explicitly teach and consistently reinforce behaviour expectations and routines;
- recognise and celebrate positive behaviour;
- respond to inappropriate behaviour fairly, calmly and consistently;
- apply the Behaviour Response Framework and use restorative approaches where appropriate;
- record significant or repeated behaviour concerns on SIMS;
- communicate appropriately with parents and relevant staff; and
- raise safeguarding concerns in accordance with the school's Safeguarding and Child Protection Policy.

**Pupils**

Pupils are expected to:

- follow the school's behaviour expectations and staff instructions;
- treat others, school property and the wider environment with respect;
- take responsibility for their behaviour and choices;
- participate positively in learning and school life;
- reflect on inappropriate behaviour and make positive changes; and
- report concerns or unsafe behaviour to a member of staff.

**Parents and Carers**

Parents and carers are expected to work in partnership with the school by:

- supporting the school's behaviour expectations;
- encouraging regular attendance, punctuality and readiness for learning;
- maintaining open and respectful communication with the school;
- attending meetings and supporting agreed interventions where required; and
- informing the school of circumstances that may affect their child's behaviour or wellbeing.

## 4. Behaviour Expectations

At NIA Lusail, clear and consistent behaviour expectations help pupils understand how to contribute positively to learning and school life. These expectations apply in classrooms, shared areas, during break times, on educational visits and whenever pupils are representing the school.

**Primary pupils are expected to be:**

**Ready**

- Arrive punctually and prepared for learning.
- Have the appropriate equipment and resources.
- Follow established classroom routines.
- Participate positively and try their best.

**Respectful**

- Treat pupils, staff and visitors with kindness and courtesy.
- Listen when others are speaking and follow staff instructions.
- Use appropriate and respectful language.
- Respect school property, resources and the belongings of others.

**Safe**

- Move calmly and responsibly around the school.
- Behave safely in classrooms, playgrounds and shared areas.
- Respect the personal space and safety of others.
- Report concerns or unsafe behaviour to a member of staff.

**Responsible**

- Take ownership of behaviour and choices.
- Allow others to learn without unnecessary disruption.
- Look after the school environment.
- Reflect on mistakes and make positive choices.
- Represent NIA Lusail positively.

Staff explicitly teach, model and reinforce these expectations throughout the school year. Expectations are adapted and reinforced in an age-appropriate manner across the Primary phase.

## 5. Promoting Positive Behaviour and Rewards

NIA Lusail recognises that positive behaviour is most effectively developed through strong relationships, clear expectations and regular recognition of pupils who make positive choices. Staff should actively recognise effort, improvement, achievement and behaviour that reflects the school's expectations.

**Positive behaviour may be recognised through:**

- verbal praise and positive feedback;
- written praise and positive communication with parents;
- House points and other school recognition systems;
- certificates and recognition during assemblies;
- recognition from Team Leaders or members of the Primary Leadership Team;
- celebration of individual, class or House achievements; and
- opportunities for pupils to take on responsibilities and leadership roles.

Recognition should be meaningful, age-appropriate and applied consistently. Staff should aim to recognise positive behaviour regularly and ensure that pupils understand specifically what behaviour, effort or achievement is being recognised.
Rewards should support pupils in developing intrinsic motivation and should not be used in a way that creates unnecessary competition or disadvantages pupils with additional needs.

## 6. Responding to Behaviour and Sanctions

When behaviour falls below the school's expectations, staff will respond in a calm, consistent and proportionate manner. The purpose of sanctions is to help pupils understand the impact of their behaviour, take responsibility for their choices and make more positive choices in the future.

**When responding to inappropriate behaviour, staff will consider:**

- the nature and seriousness of the behaviour;
- the pupil's age and stage of development;
- whether the behaviour is repeated or forms part of a wider pattern;
- any relevant SEND, additional needs or individual circumstances;
- the impact of the behaviour on others; and
- any safeguarding considerations.

**Depending on the behaviour and circumstances, sanctions may include:**

- a verbal reminder or warning;
- reflection time or loss of an appropriate privilege;
- completion of missed or disrupted learning;
- a restorative conversation;

- communication with parents;
- referral to a Team Leader or member of the Primary Leadership Team;
- a behaviour report or individual behaviour support plan;
- internal suspension; or
- external suspension or further action in cases of serious or persistent behaviour.

Sanctions will be applied fairly and proportionately and, wherever possible, will be linked to the behaviour concerned. Pupils will be given an opportunity to reflect on their behaviour and understand what is expected moving forward.
Serious incidents may be escalated immediately without progressing through each stage of the Behaviour Response Framework.

**7. Behaviour Response Framework**

NIA Lusail uses a graduated Behaviour Response Framework to ensure that inappropriate behaviour is addressed consistently, proportionately and appropriately. The framework provides increasing levels of support and intervention where behaviour is repeated, persistent or serious.

| Level | Response | Typical Action |
|---|---|---|
| 1 | Reminder | A clear reminder of the expected behaviour and an opportunity for the pupil to make a positive choice. |
| 2 | Formal Warning | A clear warning that the behaviour has continued or requires further intervention. The pupil is reminded of the expected behaviour and possible next consequence. |
| 3 | Reflection Time | The pupil is given appropriate reflection time and an opportunity to consider their behaviour and how it can be improved. Repeated concerns are recorded and parents may be informed. |
| 4 | Behaviour Intervention | Referral to the relevant Team Leader or member of the Primary Leadership Team. The incident is recorded on SIMS and parents are informed where appropriate. Additional monitoring or intervention may be introduced. |
| 5 | Behaviour Support | For persistent or more significant concerns. This may include a behaviour report, individual targets, a Behaviour Support Plan, parental meeting and support from relevant pastoral or inclusion staff. |
| 6 | Internal Suspension | Used for serious incidents or where previous interventions have not resulted in sufficient improvement. Parents are informed and the incident and action taken are formally recorded. |
| 7 | External Suspension | Used for serious or persistent behaviour concerns following consideration by the appropriate school leadership. Parents are formally informed and the suspension is recorded in accordance with school procedures. |

The framework is graduated but not necessarily sequential. Serious incidents may result in immediate escalation to a higher level where appropriate.

At all levels, staff should consider the pupil's age, developmental stage, individual circumstances and any SEND or additional needs. Behaviour interventions should support pupils in understanding expectations, repairing relationships where appropriate and making positive choices moving forward.

## 8. Recording, Monitoring and Parent Communication

Accurate recording and monitoring of behaviour enables the school to identify patterns, provide appropriate support and maintain effective communication with parents.

Significant behaviour incidents, repeated concerns and formal sanctions will be recorded on SIMS. Records should provide a clear and factual account of the incident, the action taken and any relevant follow-up.
SIMS provides the school's central record of significant behaviour incidents and formal sanctions.

Minor classroom behaviours that are resolved through reminders or routine classroom management do not normally require formal recording. However, repeated minor behaviours should be recorded where they indicate an emerging pattern or require further intervention.

**The Primary Leadership Team will monitor behaviour records to:**

- identify repeated or emerging patterns of behaviour;
- monitor pupils receiving behaviour interventions or additional support;
- identify concerns relating to particular groups, locations or times;
- evaluate the effectiveness of interventions and support; and
- ensure appropriate follow-up with pupils, staff and parents.

Parents will be informed of significant or persistent behaviour concerns and will be involved where additional intervention or support is required. Communication should be timely, professional and focused on working in partnership to support the pupil.
Where a pupil is placed on a behaviour report, Behaviour Support Plan, internal suspension or external suspension, parents will be informed and involved in the appropriate follow-up process.

## 9. SEND, Inclusion and Reasonable Adjustments

NIA Lusail is committed to an inclusive approach to behaviour management. The school recognises that some pupils with Special Educational Needs and Disabilities (SEND), additional learning needs or other individual circumstances may require reasonable adjustments to behaviour expectations, support and interventions.

When responding to behaviour, staff will consider whether a pupil's additional needs may have contributed to the behaviour and whether appropriate support or reasonable adjustments are required. This does not mean that behaviour expectations are removed; rather, pupils are supported to understand and meet expectations in a way that is appropriate to their individual needs.

**Reasonable adjustments may include:**

- adapted instructions, routines or communication;
- additional preparation for transitions or changes;
- appropriate sensory or movement breaks;
- additional adult or pastoral support;
- individual behaviour targets or support plans;
- adjustments to the way a sanction or intervention is implemented; and
- support from the Learning Enrichment Department or other relevant professionals.

Where behaviour concerns are persistent or significant, staff should work collaboratively with parents, the Learning Enrichment Department and relevant members of the Primary Leadership Team to identify appropriate strategies and support.
Any reasonable adjustments will be considered on an individual basis and should support the pupil while maintaining the safety, wellbeing and learning of the wider school community.

## 10. Serious Behaviour, Suspension and Exclusion

Serious or persistent behaviour that places the safety, wellbeing or learning of others at risk may require immediate intervention by the Primary Leadership Team.

Examples may include serious aggression, bullying, discriminatory behaviour, significant damage to property, theft, possession of prohibited items, serious defiance, behaviour that presents a safety risk, or persistent behaviour that has not improved following previous interventions and support.

**Depending on the nature, seriousness and circumstances of the behaviour, the school may implement:**

- an immediate referral to a member of the Primary Leadership Team;
- parental contact and a formal meeting;
- additional pastoral or behaviour support;
- a Behaviour Support Plan;
- internal suspension;
- external suspension; or
- in exceptional circumstances, referral to Newton Group Higher Management for consideration of permanent exclusion or non-re-enrolment.

Decisions regarding internal or external suspension will be made by the appropriate member of school leadership. The pupil's age, individual circumstances, previous behaviour, SEND or additional needs, safeguarding considerations and the seriousness and impact of the incident will be considered.

All suspensions will be formally recorded and communicated to parents. Appropriate reintegration and support will be considered following a suspension to help the pupil return successfully to normal school routines.

Permanent exclusion or non-re-enrolment will only be considered in exceptional circumstances. Any such recommendation will be referred by the school's Senior Leadership Team to Newton Group Higher Management for consideration and final approval, in accordance with applicable regulatory requirements and school procedures.

## 11. Safeguarding, Bullying and Related Policies

Behaviour management at NIA Lusail is closely linked to safeguarding and pupil wellbeing. Where behaviour raises a safeguarding concern, staff must follow the school's Safeguarding and Child Protection Policy and report the concern through the appropriate safeguarding procedures.

Bullying, including physical, verbal, social and online bullying, is not tolerated. Concerns relating to bullying will be addressed in accordance with the school's Anti-Bullying Policy. Behaviour that may involve discrimination, harassment or prejudice will be taken seriously and referred to the appropriate member of school leadership.

Staff should recognise that changes in behaviour, persistent behaviour concerns or behaviour that is unusual for an individual pupil may indicate an underlying pastoral, safeguarding or additional need. Where appropriate, concerns should be shared with the relevant safeguarding, pastoral or Learning Enrichment staff so that appropriate support can be considered.

This policy should be read alongside relevant school policies and procedures, including:

- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- SEND/Inclusion Policy;
- Attendance Policy;
- Online Safety Policy; and
- Health and Safety Policy.

## 12. Prohibition of Corporal Punishment

NIA Lusail does not permit corporal punishment under any circumstances.
No member of staff may use any form of corporal punishment as a sanction for inappropriate behaviour. Behaviour must always be managed in accordance with this policy and in a manner that protects the dignity, safety and wellbeing of every pupil.

Any concern regarding inappropriate physical intervention by a member of staff must be reported immediately and managed in accordance with the school's Safeguarding and Child Protection Policy and relevant staff procedures.

## 13. Monitoring and Review

The implementation and effectiveness of this policy will be monitored by the Primary Leadership Team and Senior Leadership Team.

Behaviour records and trends will be reviewed regularly to evaluate the effectiveness of behaviour management strategies, identify areas requiring additional support and ensure that expectations are being applied consistently across the Primary phase.
The school will review the effectiveness of interventions and support provided to individual pupils and will adjust where appropriate. Feedback from staff, pupils and parents may also be considered as part of the review process.

This policy will be reviewed annually, or earlier where required due to changes in school procedures, applicable regulations, accreditation standards or other relevant guidance. Any significant amendments will be communicated to staff and the wider school community as appropriate.

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**Appendix 1:** Primary Behaviour Management – Staff Quick Reference

**Use the graduated response below. Serious incidents may be escalated immediately without progressing through every level.**

| Level | Staff Response | Recording | Parent Communication | Escalation / Support |
|---|---|---|---|---|
| **1. Reminder** | Calm reminder of the expected behaviour. Give the pupil an opportunity to make a positive choice. | No SIMS entry normally required. | Not normally required. | Class teacher manages. |
| **2. Formal Warning** | Give a clear formal warning. Reinforce the expected behaviour and explain the next step if it continues. | No SIMS entry normally required unless repeated or part of a pattern. | As appropriate. | Class teacher manages. |
| **3. Reflection Time** | Provide appropriate reflection time. Discuss the behaviour and expected improvement. Use a restorative conversation where appropriate. | Record repeated or significant concerns on SIMS. | Contact parents where behaviour is repeated or significant. | Class teacher; Team Leader support where required. |
| **4. Behaviour Intervention** | Refer to the relevant Team Leader / Primary Leadership Team. Agree appropriate intervention or monitoring. | SIMS entry required. | Parents informed where appropriate. | Team Leader / Primary Leadership Team. |
| **5. Behaviour Support** | Formal support may include a behaviour report, individual targets and/or a Behaviour Support Plan. | Record behaviour and intervention/support on SIMS. | Parents involved; meeting where appropriate. | Primary Leadership / Pastoral / Learning Enrichment. |
| **6. Internal Suspension** | Formal internal suspension following an appropriate leadership decision. Reintegration and support considered afterwards. | Formal SIMS record. | Parents informed. | Appropriate school leadership. |
| **7. External Suspension** | External suspension following an appropriate leadership decision. Reintegration and support considered before/after return. | Formal SIMS record. | Parents formally informed. | Appropriate school leadership. |

| AT EVERY STAGE | RECORDING ON SIMS | PARENT COMMUNICATION | SERIOUS BEHAVIOUR |
|---|---|---|---|
| Be calm, consistent and proportionate. Consider age, developmental stage, SEND/additional needs, individual circumstances and safeguarding concerns. | SIMS is the central record of significant behaviour incidents and formal sanctions. Minor behaviour resolved through normal classroom management does not normally require recording. | Inform parents of significant or persistent concerns. Involve parents when formal intervention, a Behaviour Support Plan, internal suspension or external suspension is used. | Refer serious incidents immediately to Primary Leadership. Permanent exclusion or non-re-enrolment is exceptional and is referred through SLT to Newton Group Higher Management for final approval. |