

# NEWTON INTERNATIONAL ACADEMY LUSAIL

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## Newton International Academy Lusail Secondary Behaviour Management Policy 2026 - 2027



**Last Review:** August 2026

**Next Review:** June 2027

**Reviewer:** Policy Committee

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*Secondary Behaviour Management Policy*

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## 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 student can thrive. Positive behaviour is fundamental to effective teaching and learning and to the personal, social and emotional development of our students.

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 expectations are explicitly taught, modelled and reinforced, with students encouraged to develop self-discipline, responsibility, respect for others and ownership of their choices.

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

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

## Aims and Principles

The Secondary Behaviour Management Policy aims to:

- promote a calm, safe, respectful and purposeful learning environment;
- establish clear and consistent expectations for behaviour across the Secondary phase;
- encourage students to develop self-discipline, responsibility, resilience and respect for others;
- recognise and reinforce positive behaviour, effort, achievement and improvement;
- ensure that responses to inappropriate behaviour are fair, proportionate and consistent;
- support students 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 students, staff and parents;
- 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;
- students should be given the opportunity to learn from mistakes and make positive choices moving forward.

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## 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 Secondary Leadership Team are responsible for:

- Ensuring this policy is implemented consistently across the Secondary phase.
- Supporting staff in managing serious, persistent or escalating behaviour concerns.
- Monitoring behaviour patterns, sanctions and the effectiveness of interventions.
- Ensuring appropriate pastoral and Learning Enrichment support is provided where required.
- Working with parents and relevant staff where behaviour requires further intervention.
- Ensuring serious behaviour concerns, suspensions and recommendations for further action are managed in accordance with school procedures.

### Staff

All staff are expected to:

- Model respectful, calm and professional behaviour.
- Establish positive relationships with students.
- Explicitly teach and consistently reinforce behaviour expectations and routines.
- Recognise and celebrate positive behaviour, effort and achievement.
- Respond to inappropriate behaviour fairly, calmly and consistently.
- Apply the school's agreed behaviour procedures and sanctions appropriately.
- Record significant or repeated behaviour concerns and formal sanctions on SIMS.
- Communicate appropriately with parents and relevant staff.
- Raise safeguarding concerns in accordance with the school's Safeguarding and Child Protection Policy.

### Students

Students 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.
- Report concerns or unsafe behaviour to a member of staff.

### Parents

Parents 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.
- Informing the school of circumstances that may affect their child's behaviour or wellbeing.

# NEWTON INTERNATIONAL ACADEMY LUSAIL

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## The Curriculum and Learning

An engaging, well planned and appropriately challenging curriculum plays an important role in promoting positive behaviour. Effective teaching supports student engagement, motivation and success, reducing opportunities for disengagement and disruption.

Teachers should:

- Establish clear learning objectives and expectations.
- Plan lessons that are appropriately challenging and accessible to students.
- Use teaching strategies that promote active participation and sustained engagement.
- Consider students' individual learning needs and make appropriate adaptations where required.
- Provide clear instructions, routines and transitions that support positive behaviour.
- Use effective feedback to recognise progress and support improvement.
- Create a classroom environment in which students feel safe, respected and able to participate positively in learning.

## Classroom Management

Effective classroom management is essential to creating a calm, purposeful and positive learning environment. Staff should establish clear expectations, consistent routines and respectful relationships that support effective teaching and learning.

Teachers should:

- Build positive and respectful relationships with students.
- Establish and consistently reinforce clear classroom routines and expectations.
- Model the behaviour, attitudes and standards expected from students.
- Use praise and positive recognition to reinforce appropriate behaviour and effort.
- Address low level disruption promptly, calmly and consistently.
- Use proactive strategies to prevent behaviour concerns from escalating.
- Maintain an organised, inclusive and purposeful classroom environment.
- Ensure resources are prepared and accessible to support effective learning.
- Apply agreed behaviour procedures consistently while considering individual circumstances and additional needs where appropriate.

## Communication with Parents

Positive and consistent communication with parents is an important part of supporting student behaviour. The school seeks to work in partnership with parents to address concerns early, recognise positive progress and support sustained improvement.

Where behaviour concerns arise, communication and support will normally follow the school's pastoral structure:

- The Form Tutor provides the first level of pastoral support and communication for emerging or repeated concerns.
- The Head of Year or Head of Department becomes involved where concerns are repeated, subject specific or require further intervention.

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*Secondary Behaviour Management Policy*

# NEWTON INTERNATIONAL ACADEMY LUSAIL

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- The Deputy Head Academic, Deputy Head Pastoral, school counsellor and other relevant staff may become involved where concerns are serious, persistent or require additional support.
- The Deputy Principal and Principal oversee the most serious or significantly escalated behaviour concerns.
- Parents should be informed where behaviour concerns are significant, repeated or require formal intervention. Meetings may be arranged to agree appropriate strategies, targets, support or next steps.
- Communication should be clear, respectful and appropriately documented, with significant behaviour concerns and formal interventions recorded on SIMS.

## Links with the Community

Positive behaviour extends beyond the classroom and contributes to the wider culture and reputation of NIA Lusail. Students are expected to demonstrate the school's values and behaviour expectations when participating in activities within the wider community.

The school promotes positive community behaviour by:

- Encouraging students to represent NIA Lusail positively during trips, competitions, sporting events and other external activities.
- Reinforcing respect, responsibility and appropriate conduct when interacting with members of the wider community.
- Providing opportunities for students to participate in community, cultural, charitable and enrichment activities.
- Working with parents and relevant external organisations where appropriate to support student wellbeing and positive behaviour.
- Expecting students to follow school behaviour expectations when representing the school beyond the school site.

## Rewards and Recognition

NIA Lusail recognises that positive reinforcement is central to promoting high standards of behaviour, effort and achievement. Students should be recognised not only for academic success, but also for positive attitudes, improvement, responsibility, contribution to school life and demonstrating the school's values.

Positive behaviour and achievement may be recognised through:

- Verbal and written praise.
- Achievement Points and House Points recorded on SIMS.
- Certificates and awards.
- Recognition during assemblies.
- Positive communication with parents.
- Recognition by Heads of Year, Heads of Department and members of the Senior Leadership Team.
- Display and celebration of student work and achievements.
- Reward events, activities and trips where appropriate.
- Opportunities for responsibility and student leadership.

# NEWTON INTERNATIONAL ACADEMY LUSAIL

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

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The House System also provides opportunities to recognise individual and collective achievement and encourages students to contribute positively to the wider school community.

Achievement Points are recognised through the following award thresholds:

| Achievement Points Total (AP) | Award                                                    |
|-------------------------------|----------------------------------------------------------|
| 30 AP                         | Bronze Certificate                                       |
| 60 AP                         | Silver Certificate                                       |
| 90 AP                         | Gold Certificate                                         |
| 120 AP                        | Platinum Certificate                                     |
| 150 AP                        | Principal's Award (presented in a whole-school assembly) |

## Sanctions

While positive reinforcement is central to the school's approach, sanctions are used when behaviour falls below expected standards. Sanctions should be fair, proportionate and appropriate to the behaviour, while supporting students to understand the consequences of their choices and make positive changes.

**When determining an appropriate response, staff should consider:**

- The nature and seriousness of the behaviour.
- Whether the behaviour is an isolated incident or part of a repeated pattern.
- The student's age, individual circumstances and additional needs.
- The impact of the behaviour on others, teaching and learning, or the wider school community.
- Any relevant safeguarding or wellbeing considerations.

**Possible sanctions and interventions may include:**

- A verbal reminder or formal warning.
- A short period of removal from the classroom for reflection where appropriate.
- Withdrawal of privileges.
- Break, lunchtime or after school detention.
- Reflection tasks or written apologies where appropriate.
- Contact with parents.
- Placement on a Report Card at the appropriate level.
- A formal parent meeting.
- A Behaviour Support Plan or behaviour contract.
- Internal suspension.
- External suspension for serious behaviour.
- A final written warning where concerns are serious or persistent.

More serious sanctions may be applied immediately where the nature or severity of the behaviour warrants this. Students do not need to progress through every stage before an appropriate sanction is applied.

The reason for a sanction should be explained to the student, together with the behaviour expected moving forward. Significant behaviour incidents and formal sanctions must be recorded on SIMS.

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*Secondary Behaviour Management Policy*

# NEWTON INTERNATIONAL ACADEMY LUSAIL

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## School Rules

Clear and consistently applied school rules support a safe, respectful and purposeful learning environment. Students are expected to understand and follow these expectations throughout the school day and whenever they are representing NIA Lusail.

Students are expected to:

- Treat all members of the school community with kindness and respect.
- Follow reasonable instructions from members of staff.
- Arrive at lessons on time and properly equipped for learning.
- Complete classwork and homework to the best of their ability.
- Follow the school's expectations regarding mobile phones and other personal electronic devices.
- Respect school property and the belongings of others.
- Move around the school calmly, safely and responsibly.
- Always use respectful and appropriate language.
- Follow established procedures when requesting permission to leave a lesson, including for toilet use.
- Take appropriate responsibility for personal belongings and avoid bringing unnecessary valuables to school.
- Not bring, use or possess cigarettes, vaping products, alcohol, illegal substances or other prohibited items on the school premises or during school activities.
- Behave appropriately and represent NIA Lusail positively during trips, events, competitions and other activities beyond the school site.

School rules and expectations should be communicated clearly to students and reinforced consistently by staff.

## Stamps System

The Stamps System is used across the Secondary phase to reinforce consistent expectations for readiness, conduct and engagement in learning. Students are expected to meet five core requirements in each lesson:

- Attend lessons on time.
- Wear the correct school uniform and follow the school's expectations regarding appearance.
- Behave appropriately and avoid disrupting the learning of others.
- Demonstrate a positive attitude to learning and work to the best of their ability.
- Bring completed homework and the correct equipment, including books, planner and stationery.

Where a student meets all five expectations, the class teacher may issue a stamp in the student's planner.

Where expectations are not met:

- The teacher records an 'X' in the student's planner for the relevant lesson, together with the reason.
- Three or more 'X' marks within one week result in a break time detention.
- Each detention issued through the Stamps System is recorded on SIMS as a behaviour point and contributes to the wider Report Card Escalation Framework.
- During detention, students complete a reflection activity and are given an opportunity to consider the behaviour that resulted in the detention and how they can make a more positive choice.

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# NEWTON INTERNATIONAL ACADEMY LUSAIL

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

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- Completed reflection sheets are placed in the relevant year group records within the Pastoral Office and may be reviewed by the Head of Year.
- Following completion of the detention, a red stamp is placed over the relevant 'X' to indicate that the detention has been completed.
- Detention patterns are monitored through pastoral analysis. Where a student accumulates ten detentions, parents are formally informed and further behaviour intervention may be initiated.
- Where concerns continue, the Deputy Head Pastoral may monitor the students more closely, meet with parents and establish a behaviour contract with specific improvement targets.
- Students should be informed of concerns and potential next steps throughout the process by their Form Tutor, Head of Year or other relevant member of staff.
- Failure to attend an assigned detention results in referral to the Head of Year and may lead to extended detention or further intervention.

## Procedures for Managing Negative Behaviour

When a student displays continued or escalating behaviour concerns, structured interventions should be implemented to support improvement while maintaining a safe, respectful and purposeful environment for all students.

The response should be appropriate to the nature, frequency and seriousness of the behaviour. Where concerns continue, intervention may include:

- Discussion with the student to identify the behaviour concern and the expected improvement.
- Communication with parents where concerns are repeated or significant.
- Monitoring by the Form Tutor, Head of Year or Head of Department.
- Placement on the appropriate level of the Report Card system.
- Referral to the Deputy Head Academic, Deputy Head Pastoral or another relevant member of the Senior Leadership Team where further intervention is required.
- Pastoral support to identify any underlying factors contributing to the behaviour.
- Involvement of the school counsellor or Learning Enrichment Department where appropriate.
- The development of specific behaviour targets, a Behaviour Support Plan or behaviour contract.
- Regular review of the students' progress and adjustment of support or intervention where necessary.

Serious behaviour may result in immediate escalation to an appropriate member of the Secondary Leadership Team without progressing through each stage of intervention.

## Recording Behaviour

Significant or repeated behaviour concerns and formal sanctions must be recorded on SIMS to ensure that the school maintains a clear and consistent record of behaviour across the Secondary phase.

SIMS serves as the school's central record for significant behaviour incidents and formal sanctions.

# NEWTON INTERNATIONAL ACADEMY LUSAIL

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Where an incident requires recording, the staff member involved should include:

- A clear and factual description of the behaviour.
- The action or sanction applied.
- Any relevant communication with parents or other members of staff.
- Any agreed follow up action or next steps.

Routine low level behaviour that is addressed successfully through normal classroom management does not need to be recorded individually on SIMS. However, where low level concerns become repeated or form a pattern, they should be recorded so that appropriate monitoring and intervention can take place.

Behaviour records should support effective communication between relevant staff, including Form Tutors, Heads of Year, Heads of Department and members of the Secondary Leadership Team.

## Consistency in Sanctions

Consistency in the application of sanctions is important in maintaining clear expectations and ensuring that students are treated fairly.

Staff should:

- Apply the agreed behaviour procedures consistently across the Secondary phase.
- Ensure that sanctions are proportionate to the behaviour and circumstances.
- Explain clearly to students why a sanction has been applied and what improvement is expected.
- Consider the student's individual circumstances and additional needs when determining an appropriate response.
- Avoid applying sanctions in a way that is humiliating, degrading or intended to cause distress.
- Seek guidance from the Head of Year, Head of Department or a member of the Secondary Leadership Team where the appropriate response is unclear.

Consistency does not mean that every student must receive an identical response. Reasonable adjustments and individual circumstances should be considered where appropriate while maintaining high expectations for behaviour.

## Pastoral Support and Escalation

Pastoral support is an important part of the school's approach to behaviour management. Where behaviour concerns are repeated or persistent, the school will seek to identify underlying factors, provide appropriate support and establish clear expectations for improvement.

Support and escalation may include:

- Initial monitoring and support from the Form Tutor.
- Further intervention from the Head of Year or Head of Department where concerns continue.
- Placement on the appropriate level of the Report Card system.
- Communication and meetings with parents to discuss concerns, progress and agreed next steps.

# NEWTON INTERNATIONAL ACADEMY LUSAIL

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- Referral to the school counsellor or Learning Enrichment Department where additional pastoral or learning support may be appropriate.
- The establishment of individual behaviour targets, a Behaviour Support Plan or behaviour contract where required.
- Escalation to the Deputy Head Academic, Deputy Head Pastoral, Deputy Principal or Principal where concerns are serious, persistent or have not improved following previous intervention.

Pastoral interventions should consider possible underlying causes of behaviour and support the student in developing appropriate strategies for improvement. Progress should be monitored and reviewed, with further action taken where concerns continue.

## Behaviour Categories

Behaviour concerns are grouped into three categories to support a consistent and proportionate response. The examples within each category are intended to guide staff and are not exhaustive. The context, seriousness, frequency and impact of the behaviour should always be considered when determining the appropriate response.

| <b>Category 1: Misdemeanour</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category 1 behaviours are generally lower level concerns that can usually be addressed through classroom management, teacher intervention and the school's established behaviour procedures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Misconduct</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Possible Consequence / Sanctions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>• Inappropriate use of a mobile phone.</li><li>• Disruptive or off task behaviour.</li><li>• Failure to follow reasonable instructions.</li><li>• Failure to complete homework.</li><li>• Arriving without the correct equipment.</li><li>• Playing games, sleeping or failing to engage appropriately in lessons.</li><li>• Inattentiveness or poor effort.</li><li>• Arriving late to lessons without a valid reason.</li><li>• Minor truancy or being in an unauthorised area within the school.</li><li>• Inappropriate or disrespectful language of a lower-level nature.</li><li>• Dishonesty, lying or cheating in classwork.</li><li>• Disrespect towards others.</li><li>• Minor misuse of or damage to property.</li><li>• Other behaviour that disrupts teaching and learning but is not aggressive or harmful.</li></ul> | <ul style="list-style-type: none"><li>• Confiscation of a mobile phone in accordance with school procedures and communication with parents where appropriate.</li><li>• A conversation, reminder or formal warning.</li><li>• Reflection activity.</li><li>• Change of seating or other appropriate classroom intervention.</li><li>• Communication with parents.</li><li>• Behaviour points recorded on SIMS where appropriate.</li><li>• Break time detention.</li><li>• Placement on a Level 1 Report Card where the relevant threshold is reached.</li><li>• Pastoral or counselling support where concerns become repeated.</li></ul> |

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## Category 2: More serious misconduct

Category 2 behaviours are more serious concerns or repeated behaviours that have not improved following previous intervention. These behaviours normally require involvement from a Head of Year, Head of Department or another appropriate member of the Secondary Leadership Team.

| Misconduct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Possible Consequence / Sanctions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Category 1 behaviour repeated despite previous intervention.</li> <li>Deliberate damage to school property or the property of others.</li> <li>Serious or persistent disruption during break times, transitions or other unstructured periods.</li> <li>Deliberately activating a fire alarm without legitimate reason.</li> <li>Possession or use of cigarettes, tobacco products or vaping products.</li> <li>Verbal abuse or seriously disrespectful behaviour towards a member of staff.</li> <li>Cheating or academic dishonesty during formal assessments or examinations.</li> <li>Bullying, harassment or targeted mistreatment of another student.</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Immediate referral to the appropriate Middle Leader or member of the Secondary Leadership Team.</li> <li>Placement on a Level 2 Report Card.</li> <li>A formal meeting with parents, with agreed actions appropriately documented.</li> <li>Appropriate action in relation to deliberate damage to property, including communication with parents.</li> <li>Referral for pastoral or counselling support where appropriate.</li> <li>Internal suspension.</li> <li>External suspension where the seriousness of the incident warrants this response.</li> <li>Continued monitoring and further intervention where concerns persist.</li> </ul> |

## Category 3: Severe misconduct

Category 3 behaviours are serious incidents that may significantly affect the safety, wellbeing or rights of others, or the safe and orderly operation of the school. These behaviours require immediate referral to the Secondary Leadership Team.

| Misconduct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Possible Consequence / Sanctions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Repeated Category 2 behaviour where previous interventions have not resulted in sufficient improvement.</li> <li>Physical assault or serious physical aggression.</li> <li>Serious bullying, harassment or threatening behaviour towards students or staff.</li> <li>Fighting.</li> <li>Possession, use or distribution of illegal or prohibited substances.</li> <li>Racist, discriminatory or seriously abusive behaviour.</li> <li>Serious theft or deliberate significant damage to property.</li> <li>Refusal to attend or complete a formal examination without a valid reason.</li> </ul> | <ul style="list-style-type: none"> <li>Immediate referral to the Senior Leadership Team.</li> <li>Placement on a Level 3 Report Card.</li> <li>A formal behaviour contract with clear improvement targets.</li> <li>A formal meeting with parents.</li> <li>Appropriate pastoral or counselling support.</li> <li>Internal suspension.</li> <li>External suspension.</li> <li>A final written warning where appropriate.</li> <li>Consideration of non-re enrolment or a recommendation for permanent exclusion in exceptional circumstances, in accordance with school procedures and subject to review and approval by Newton Group Higher Management.</li> </ul> |

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## Report Card Escalation Framework

The Report Card Escalation Framework provides a structured approach to monitoring repeated or escalating behaviour concerns. It allows students to receive clear targets, regular feedback and progressively increased support and accountability where improvement is required.

| Points | Led by               | Intervention / Sanction                                                                                                                   |
|--------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 10     | Form Tutor           | Informal conversation, verbal reminder and monitoring. Home contact where appropriate.                                                    |
| 20     | Form tutor           | Formal parent contact, targeted intervention and Form Tutor Report Card.                                                                  |
| 35     | Head of Year/HOD     | Parent meeting and Head of Year / Head of Department Report Card.                                                                         |
| 50     | Deputy Head Academic | Continued monitoring, follow up intervention and Deputy Head Academic Report Card.                                                        |
| 65     | Deputy Head Pastoral | Deputy Head Pastoral Report Card, behaviour contract and parent meeting.                                                                  |
| 80     | Deputy Principal     | Parent meeting, formal written warning and Deputy Principal Final Report, providing a further opportunity for sustained improvement.      |
| 100    | Principal            | Formal parent meeting, Principal Final Report and consideration of further action where sufficient improvement has not been demonstrated. |

The framework provides a progressive structure for repeated behaviour concerns. However, serious incidents may result in immediate placement at an appropriate level without the student progressing through each preceding stage.

Progress should be reviewed throughout the Report Card process. Where sustained improvement is demonstrated, the student should be recognised for this progress and may be removed from the Report Card following review by the relevant member of staff.

## Non Re enrolment or Permanent Exclusion of a Student

Non re enrolment or permanent exclusion is an exceptional measure and will only be considered where a student's behaviour presents a serious concern or where persistent behaviour concerns have continued despite appropriate intervention, support and engagement with the student and parents.

Circumstances that may lead to consideration of non re enrolment or permanent exclusion include:

- Possession, use or distribution of alcohol, illegal substances or other prohibited substances.
- Serious or deliberate damage to school property or the property of others.
- Persistent refusal to follow reasonable school expectations despite sustained intervention and support.
- Physical assault or serious violence.
- Persistent or serious aggressive, threatening or unsafe behaviour.

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# NEWTON INTERNATIONAL ACADEMY LUSAIL

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- Serious or repeated theft.
- Persistent behaviour that significantly compromises the safety, wellbeing or education of others.
- Serious or persistent attendance concerns where these form part of wider behavioural concerns and appropriate interventions have been unsuccessful.

Before a recommendation is made, the Senior Leadership Team should review the student's behaviour record, interventions, support provided, relevant individual circumstances and communication with parents.

Parents will be invited to a formal meeting and the reasons for any recommendation will be clearly communicated and documented.

Any recommendation for permanent exclusion or non re enrolment must be referred through the Senior Leadership Team to Newton Group Higher Management for consideration and final approval, in accordance with applicable regulations and school procedures.

## **SEND, Inclusion and Reasonable Adjustments**

NIA Lusail recognises that behaviour may be influenced by a student's individual needs, including special educational needs and disabilities. High expectations for behaviour apply to all students, while appropriate reasonable adjustments should be made where required.

When responding to behaviour involving a student with identified or suspected additional needs, staff should consider:

- Whether the students' additional needs may have contributed to the behaviour.
- The student's individual circumstances, developmental needs and ability to understand expectations and consequences.
- Appropriate adaptations to instructions, routines or communication.
- Support with transitions, organisation or emotional regulation where required.
- Sensory or movement needs where relevant.
- Additional pastoral or adult support.
- Individual behaviour targets, support plans or other agreed strategies.
- Whether the way in which a sanction or intervention is implemented requires reasonable adjustment.

The Learning Enrichment Department should be consulted where appropriate and may work with teachers, pastoral staff, parents and relevant professionals to identify suitable strategies and support.

Reasonable adjustments do not remove expectations for positive behaviour. They ensure that behaviour expectations, interventions and sanctions are applied fairly and appropriately according to the individual needs of the student.

## **Prohibition of Corporal Punishment**

Corporal punishment is strictly prohibited at NIA Lusail.

No member of staff or other adult acting on behalf of the school may administer, threaten or encourage the use of corporal punishment as a disciplinary measure.

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Behaviour must be managed through the positive behaviour strategies, interventions and sanctions set out within this policy. All students must be treated with dignity and respect when behaviour concerns are addressed.

## **Policy Review and Evaluation**

This policy will be monitored throughout the academic year to ensure that behaviour procedures remain effective, consistent and appropriate across the Secondary phase.

The Senior Leadership Team will review relevant information, including:

- Behaviour trends and patterns.
- The use and effectiveness of sanctions and interventions.
- Report Card and behaviour point data.
- Suspension and serious behaviour records.
- The effectiveness of pastoral and behaviour support.
- Feedback from staff, students and parents where appropriate.

The policy will be formally reviewed annually, or earlier where changes to school procedures, applicable regulations or accreditation requirements make this necessary.

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## Secondary Behaviour Management Staff Quick Reference

| Stage / Behaviour                         | Typical Examples                                                                                                                                                                     | Staff Response / Sanction                                                                                                                   | Escalation / Responsibility                                                                                              |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Positive Behaviour</b>                 | Meeting expectations, positive effort, improvement, responsibility, contribution to school life                                                                                      | Verbal or written praise, Achievement Points, House Points, certificates, positive parent contact, recognition in assemblies                | Class Teacher / Form Tutor / HoY / HoD / SLT as appropriate                                                              |
| <b>Stamps System</b>                      | Five expectations met: punctuality, correct uniform and appearance, appropriate behaviour, positive attitude to learning, homework and correct equipment                             | Stamp awarded when expectations are met. Where an expectation is not met, record an 'X' with the reason in the student planner              | 3 or more X marks in one week = break time detention. Detention recorded on SIMS as a behaviour point                    |
| <b>Category 1: Misdemeanour</b>           | Low level disruption, lateness, lack of equipment or homework, inappropriate mobile phone use, lower level inappropriate or disrespectful language, poor effort                      | Reminder or warning, classroom intervention, reflection, parent contact, behaviour point, break time detention                              | Teacher / Form Tutor. Level 1 Report Card where relevant threshold is reached                                            |
| <b>Category 2: More Serious Behaviour</b> | Repeated Category 1 behaviour, deliberate property damage, serious disruption, vaping or tobacco, verbal abuse towards staff, cheating in formal assessments, bullying or harassment | Immediate referral, formal parent meeting, pastoral support, internal suspension or external suspension where appropriate                   | HoY / HoD / Secondary Leadership Team. Level 2 Report Card                                                               |
| <b>Category 3: Severe Behaviour</b>       | Physical assault, fighting, serious bullying or threats, illegal or prohibited substances, racist or discriminatory behaviour, serious theft or significant property damage          | Immediate SLT referral, formal parent meeting, behaviour contract, internal or external suspension, final written warning where appropriate | SLT. Level 3 Report Card. Exceptional cases may be referred for consideration of non-re-enrolment or permanent exclusion |
| <b>Report Card Escalation</b>             | 10 points                                                                                                                                                                            | Informal conversation, reminder and monitoring                                                                                              | Form Tutor                                                                                                               |
|                                           | 20 points                                                                                                                                                                            | Formal parent contact, targeted intervention and Form Tutor Report Card                                                                     | Form Tutor                                                                                                               |
|                                           | 35 points                                                                                                                                                                            | Parent meeting and HoY / HoD Report Card                                                                                                    | HoY / HoD                                                                                                                |
|                                           | 50 points                                                                                                                                                                            | Continued monitoring, follow up intervention and Report Card                                                                                | Deputy Head Academic                                                                                                     |
|                                           | 65 points                                                                                                                                                                            | Report Card, behaviour contract and parent meeting                                                                                          | Deputy Head Pastoral                                                                                                     |
|                                           | 80 points                                                                                                                                                                            | Parent meeting, formal written warning and Final Report                                                                                     | Deputy Principal                                                                                                         |
|                                           | 100 points                                                                                                                                                                           | Formal parent meeting, Principal Final Report and consideration of further action                                                           | Principal                                                                                                                |

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*Secondary Behaviour Management Policy*