



Newton International Academy

EYFS Behaviour Management Policy

*An International Community of
Learners, Striving for Excellence and
Celebrating Success*



NEWTON
INTERNATIONAL
ACADEMY | BARWA

Vision

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

Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Newton Group Values



Aim

The aim of this EYFS Behaviour Management Policy is to promote a calm, nurturing, and inclusive learning environment in which children feel emotionally and physically safe. The policy supports a consistent, developmentally appropriate approach to behaviour that reflects the school's ethos and values.

Rationale

At Newton International Academy Barwa, we believe young children flourish in a secure and stimulating setting where respectful relationships are modelled and reinforced. This policy provides guidance to help children learn positive behaviours through praise, redirection, and emotional coaching, in line with the EYFS statutory framework and our whole school vision of inclusion and excellence. Behaviour is recognised as a form of communication, and we work with families and support teams to guide each child with empathy, consistency, and structure.

Our Objectives:

Reinforcing Positive Behaviour

Positive behaviour is important within Newton International Academy to establish an environment where all the students and staff feel safe and can thrive in a fair and nurturing setting. Personal, Social and Emotional development is at the core of the Early Years curriculum supporting children in developing self-esteem, confidence and feeling a sense of belonging within their class and school. This is reinforced through the delivery of Personal, Social and Emotional activities, Character Education & P4C lessons and conversation during Mat/Circle times.

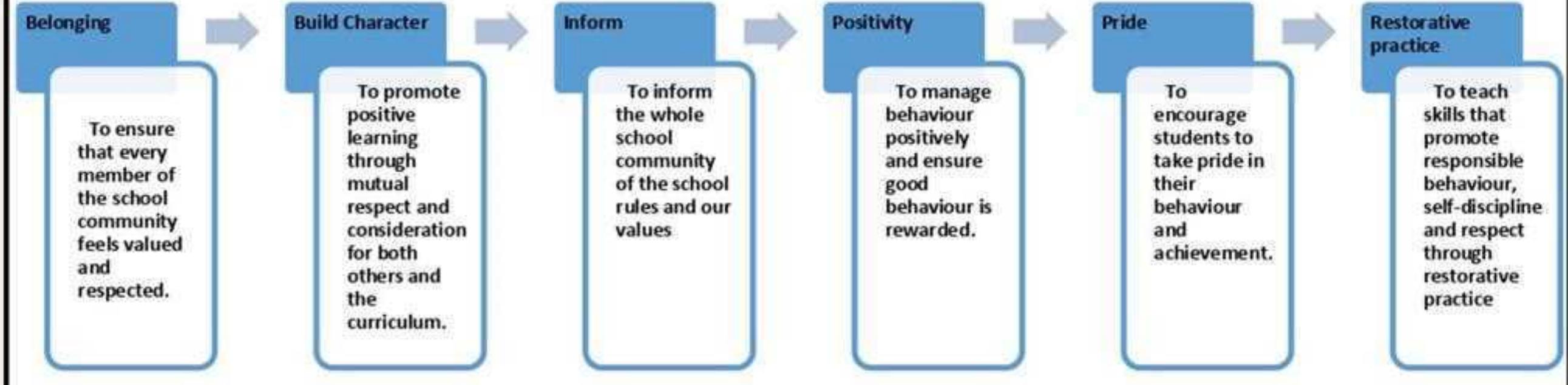
Positive reinforcement of class and school is given daily. It is important that all students are treated the same and that there is consistency in the area of promoting positive behaviour through an inclusive environment. We believe that good behaviour should be recognised and praised and this is done constantly throughout the day by all teachers and the assistants.

All students are expected to listen to adults and follow simple class and school rules to keep them safe. They are also expected to learn to treat peers fairly and kindly and to share resources and physical space. These expectations are shared with the students on a regular basis in a manner appropriate to their development stage.

We use a number of techniques:

- Adult and peers modelling positive behaviour
- Praise and rewards for positive behaviour
- We familiarise new staff with our behaviour management policy
- We follow the Restorative Practises guidelines to assist with self regulation and reflection of actions
- Promoting children to follow expectations and gradually reducing prompts.
- Hold Assemblies on the focus of our Values & Virtues
- Create specialised weeks for our Values & Virtues
- Using story and song as a strategy and supporting positive behaviour
- Provide activities and games that encourages cooperation and teamwork
- We work with parents to address reoccurring inconsiderate behaviour and decide upon strategies to be implemented both at school and home.

The aims of behaviour management at NIA Barwa



Qatar National Values and Identity

Aseel

Safe Surfing

Ikha'a

Fitra

Your wellbeing is a trust

NIA Core Values

Social Responsibility

Environmental awareness

Honesty

Support

Respect

Transparent communication

Empathy

Personal Accountability

Diversity

British Values

The rule of Law / Tolerance

Mutual Respect

Democracy / Tolerance

Individual Liberty

Individual Liberty / Tolerance

In order to help our children to remember these values we have simplified them into our school motto (four B's): Be Honest, Be responsible, Be respectful, Be a Learner (see Appendix 1).

At Newton International Academy Barwa EYFS, we have high expectations for all our students, we expect students to demonstrate our values daily. This is recognised through weekly certificates, positive reinforcement strategies, dojo points and celebrating success boards. We focus on the students who go above and beyond, using this behaviour to model excellence throughout the school.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour' Paul Dix

Responsibilities and expectations:

Input from all stakeholders in the school, including teachers, the parent - teacher association, and the student leadership team, has informed the following expectations.

Staff Responsibilities:

Teachers and all staff play a crucial role in shaping and maintaining a positive school culture. Their example has a profound impact on students, and they must model the high standards of behaviour expected across the school. Further responsibilities are outlined in NIA's Child Protection Policy. All staff must ensure that school rules are enforced consistently, both in and out of class, and that students are supported in meeting behaviour expectations.

Staff are expected to:

Meet and greet every student every morning, setting a positive tone for the day.

Plan and deliver engaging lessons that challenge and meet the diverse needs of all students.

Use a visible recognition system to celebrate positive behaviour and achievements.

Maintain high expectations for student achievement, attendance, and behaviour, addressing concerns when necessary.

Follow up on all behaviour incidents, retaining ownership and engaging in restorative dialogue with students.

Staff must always treat pupils with respect, regardless of their behaviour, and must not raise their voice.

- Actively model and reinforce the values and behaviours expected within the school community.
- Be vigilant to signs of bullying, racism, or other forms of discrimination, intervening firmly and appropriately.
- Provide a safe, caring, and effective learning environment that supports all students.
- Engage in private, constructive conversations with students when addressing behavioural concerns.
- Establish and maintain positive relationships with students, parents, and the wider community.
- Recognise and celebrate students' academic and personal achievements.
- Provide opportunities for students to take on responsibilities within the school.
- Ensure all incidents are logged in the Behaviour Tracker and that reports are completed and shared promptly.
- Communicate with Team Leaders and the Senior Management Team (SMT) to ensure consistent responses to behaviour matters.
- Supervise students at all times, adhering to supervision procedures outlined by the SMT and Team Leaders (see Appendix 2).
- Promote and celebrate positive behaviour through classroom and year group displays, as well as recognition boards.

Student Responsibilities:

Students play an essential role in maintaining a positive school environment and are expected to demonstrate the school's values in all aspects of school life.

All pupils are expected to listen to adults and follow simple class and school rules to keep them safe. They are also expected to learn to treat peers fairly and kindly and to share resources and physical space. These expectations are shared with the pupils on a regular basis in a manner appropriate to their development stage.

Students follow the 4 or 5 chosen expectations from the start of the year:

- *Kind Hands and Feet
- *Magic words/ Kind words
- *Listening ears
- *Walking feet
- *Sharing and taking turns

We use a number of techniques:

- Adult and peers modelling positive behaviour
- Praise and rewards for positive behaviour
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- We work with parents to address reoccurring inconsiderate behaviour and decide upon strategies to be implemented both at school and home.



Parent Responsibilities:

Parents and guardians are essential partners in developing a positive school culture and supporting their child's development.

Parents and guardians are expected to:

- Work in partnership with staff to support high standards of behaviour
- Inform staff of any concerns regarding their child's behaviour, emotional well-being, or learning.
- Respond to concerns raised by school staff and engage in constructive dialogue to support their child.
- Ensure their child arrives at school prepared, correctly equipped, and ready to learn.
- Support the school's behaviour expectations and reinforce the importance of respect and responsibility at home.
- Ensure their child wears the correct school uniform as outlined in the parent handbook and Ministry of Education (MoE) guidance.
- Celebrate their child's achievements and encourage positive participation in school life.

Uniform

- Parents are to adhere to the responsibilities of their child wearing the correct school uniform which is set out (see Appendix 5) in line with MoE guidance
- Students not dressed in their correct uniform will not be allowed to participate on school outings/trips

A Culture of Excellence:

At NIA, we believe that exceptional behaviour is the foundation of a successful school. Staff, students, and parents share a collective responsibility in creating a positive, respectful, and inclusive school community. Through consistency, clear expectations, and a commitment to restorative practice, we strive to support every student in achieving their full potential both academically and personally.

"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible, and highly visible." – Paul Dix

We encourage children to practise good behaviour and we operate a system of praise and reward. We use opportunities during Character Education & P4C sessions during circle time to discuss regulating emotions, NIA expectations and how to deal with difficult situations.

Rewards includes:

- Giving verbal and written praise as often as possible
- Incentive stickers available for everyone
- 'Value of the Week' at assembly with a certificate to go home
- Celebrating achievements through displays, assemblies, concerts, the school newsletter and other special events
- Positive written feedback during lessons for praise and reflection
- Traffic light achievements (golden star status) - see appendix 2

Good behaviour is shared with parents through conversations, communication books, displays and newsletters.

A restorative approach:

"Punishment doesn't better behaviour, restorative conversations do." – Paul Dix

At NIA EYFS Barwa, we believe that restorative practice, combined with clear expectations and routines, helps develop strong relationships and personal accountability. Restorative meetings and conversations aim to:

- Help students recognise the impact of their behaviour on others.
- Teach students what appropriate behaviour looks like.
- Equip students with strategies to make better choices in the future.
- Support emotional well-being by allowing students to express their thoughts and feelings in a structured setting. *"It is ok to feel like that but it is not ok to do that."*

Managing misbehaviour:

Steps we follow within the classroom when the child is showing actions of distress or not following expectations - traffic lights (appendix 2)

Discuss our emotions - how are we feeling? Include zones of regulation - appendix 3

Discuss what happened for us to feel this way? - Reflection visuals appendix 4

Come up with an action to remedy the feelings or the situation with intention. appendix 4 and 6

If a child demonstrates unacceptable behaviour the class teacher will encourage the child to make amends, saying sorry if their actions have hurt another pupil. Staff must also ensure that the child understands that it is the behaviour not the child that is disapproved of.

If a child's behaviour is inappropriate or continues to be so, there are a set of sanctions:

- Verbal reprimand and a reminder of expected behaviour
- A short time in accordance to the child's age, in the 'Reflection Corner' with emotion charts displayed to remove the child from the situation and give time for the child to regulate their behaviour (with support from a teacher - speaking about the situation and next steps to remedy it).
- If the student's behaviour does not improve, he/she will be taken to the sensory room for further regulation.
- If the child has received reprimands yet continues the unacceptable behaviour, the child may be taken to another class to be spoken to by a different teacher.
- If the student continues to display negative behaviour, the team leader will intervene and parents will be contacted by the teacher.
- If the situation continues and is not resolved, the coordinator will intervene. A green behaviour card as well as the first misconduct letter will be issued. A behaviour support plan will then be issued alongside the green card for 2 weeks. review meeting with parents by class teacher and team leader
- If no progress is made, intervention escalates to yellow report card being issued - removing the privilege of attending school trips and ECAs - leading to a daily check by the Deputy Head of Primary and a fortnightly review meeting with parents by the Deputy Head of Primary.
- If further intervention is required, a red report card is issued, leading to a daily check by the Head of Primary and a weekly review meeting with parents by the Head of Primary.

If the child is a danger to themselves or others, removal to another class for a short period of time to practise calming methods and return to a calm state in which a conversation is possible. The parents will be contacted by the TL and an incident report will be issued.

Serious misconduct or harmful behaviour will be reported to the Deputy Head of Pastoral / Head of Primary/ EYFS coordinator.



Behaviour Misconduct Letters

The Behaviour Misconduct Letters serve as formal communication to parents regarding concerns about a student's behaviour. These letters follow a structured escalation process, starting with targeted support through a Behaviour Support Card and progressing to more intensive interventions if necessary. Each letter includes a summary of the behaviour incidents, details of the support being implemented (such as Green, Yellow, or Red Behaviour Report Cards), and outlines next steps, including parental involvement and potential consequences for continued misconduct. The purpose of these letters is to ensure clear communication between the school and parents while providing students with the necessary guidance to improve their behaviour.

Behaviour Support Plan

The Behaviour Support Plan (see Appendix 9), is implemented after a student's second major incident to provide structured support and guidance for behaviour improvement. This plan is collaboratively developed and shared among the teacher, team leader, deputy head of pastoral, and, where necessary, the school counsellor, ensuring a consistent and supportive approach. It is reviewed weekly by the teacher and team leader to monitor progress, with a full review after six weeks. If the student demonstrates significant improvement in their behaviour during this period, they will be removed from the plan. This process ensures that students receive the necessary interventions while being supported in making positive behavioural choices.

Loss of Privileges, Suspension & Expulsion:

Certain misbehaviours may result in loss of privileges, including school trips, extracurricular activities, and leadership roles.

- Internal Suspension: Supervised time out of class with MMT, the EYFS coordinator or SMT, completing structured work assignments and engaging in R,R & R.
- External Suspension: Time out of school to engage in R,R & R. Issued for serious breaches, with re-entry conditional on a parental meeting.
- Permanent Exclusion: Reserved for extreme cases where behaviour severely impacts the school community.

Use of Reasonable Force:

At NIA, staff will use de-escalation strategies wherever possible. However, reasonable force may be used to:

- Prevent a student from attacking another student or staff member.
- Stop a physical fight or restrain a student from self - harm.

This behaviour policy ensures that NIA Barwa maintains a safe, respectful, and structured learning environment where all students can thrive.

Parental Communication and Escalation

If a behaviour concern persists or escalates, teachers will document observations and meet with parents to discuss support strategies. Where necessary, the inclusion team or counsellor will be involved. If parents wish to raise a concern about how a behaviour matter is handled, they may follow the school's Parent Concerns and Complaints Policy.

At Newton International Academy Barwa, the impact of our Behaviour Management Policy is evident in the calm, respectful, and engaging learning environment we embrace daily. By embedding the NIA Barwa Way and prioritising restorative practice, regulated learning, and structured reflection, we ensure that behaviour management is not only about discipline but about developing well-rounded, responsible, and reflective learners.



Outstanding Behaviour for Learning:

By maintaining high expectations and actively modelling our school motto, staff and students create an inclusive and aspirational school culture that is vital for high quality learning and where every child can thrive.

Self Regulated Learning through Restorative Practice:

Restorative approaches at NIA Barwa have transformed behaviour management by focusing on accountability, dialogue, and personal growth. Instead of punitive responses, we use structured restorative conversations to encourage students to take ownership of their actions, reflect on their impact, and work towards positive change. This strengthens relationships between students and staff, leading to fewer repeated behavioural concerns and a more cohesive school community. By embedding regulated learning strategies, we support students in developing self-discipline and emotional intelligence. The implementation of emotional check-ins, reflection sheets, and structured interventions ensure that students understand their emotions and behaviour, leading to increased self-awareness and improved social interactions.

Deep Thinking Through Dialogue and Thinking Moves:

The use of Dialogue and the A-Z Thinking Moves develops a metacognitive approach to behaviour management. These strategies help students process their actions critically and engage in deeper self-reflection, ultimately reducing impulsive behaviour and promoting thoughtful decision-making. Through structured discussions, students learn to articulate their thoughts, challenge assumptions, and develop a sense of responsibility within the school community.

The 4 C's: Critical, Creative, Collaborative, and Caring Thinkers:

At NIA Barwa, we cultivate an environment where students develop as critical, creative, collaborative, and caring thinkers. These essential skills empower students to become independent learners and responsible citizens who are prepared for the challenges of the future. By embedding the 4 C's into our curriculum and behaviour expectations, students learn to engage thoughtfully, problem-solve effectively, and contribute positively to their community.

Active Supervision and Proactive Behaviour Management:

The emphasis on active supervision across all school settings ensures that staff are consistently engaging with students, reinforcing expectations, and intervening early to prevent escalations. This proactive approach leads to higher engagement, increased student accountability, and a reduction in behavioural incidents. By being visible and approachable, staff develop an environment where students feel supported and understood.

Safeguarding and Child Protection

Staff must be alert to behaviour that may indicate safeguarding concerns, including changes in demeanour, aggression, withdrawal, or inappropriate language. Concerns must be recorded and passed to the Designated Safeguarding Lead following the procedures set out in the Safeguarding and Child Protection Policy. All EYFS staff receive safeguarding training in line with statutory guidance.

Inclusive Behaviour Support

At NIA we recognise that some children may require adapted strategies to support their emotional and behavioural development. For children with Additional Educational Support Needs (AESN), English as an Additional Language (EAL), or developmental differences, behaviour will be understood in context and supported through targeted strategies developed in partnership with the inclusion teams. This may include visual timetables, emotional regulation tools, sensory breaks, or individualised plans.

Character Education: Instilling Virtues in Our Students:

Our Character Education programme is at the heart of developing well-rounded students who embody the values of our school. Through structured lessons, assemblies, and recognition systems, students learn and demonstrate virtues such as respect, responsibility, perseverance, and kindness. This ensures that students are not only academically successful but are also '*buzzing with character*', reflecting the high expectations of the NIA Barwa community.

Fundamental British Values:

As a British School Overseas, our policy actively promotes the Fundamental British Values throughout our school culture. These values - in particular Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Different Faiths and Beliefs - are embedded into the behaviour policy and procedures. By modelling and reinforcing these principles, we ensure that students develop into responsible global citizens who appreciate diversity, fairness, and the importance of making a positive contribution to society.

Striving for Excellence and Celebrating Success:

The impact of this policy is measured through:

- Behaviour data analysis: Regular review of Pastorals by the EYFS coordinator, Deputy Head (Pastoral) and Team Leaders.
- Reduction in repeated incidents: Fewer behaviour report cards issued as students take ownership of their actions.
- Student voice surveys: Feedback on the effectiveness of restorative approaches and school-wide behaviour expectations.
- Parental engagement: Increased collaboration between home and school in addressing behaviour positively.
- Classroom observations: Consistency in behaviour management strategies across all learning environments.

Through these measures, we continually refine our approach, ensuring that NIA Barwa remains a place where outstanding behaviour for learning is the norm and where every student is supported in their personal and academic growth.

Appendix

Appendix 1 - The NIA Barwa School Motto



Appendix

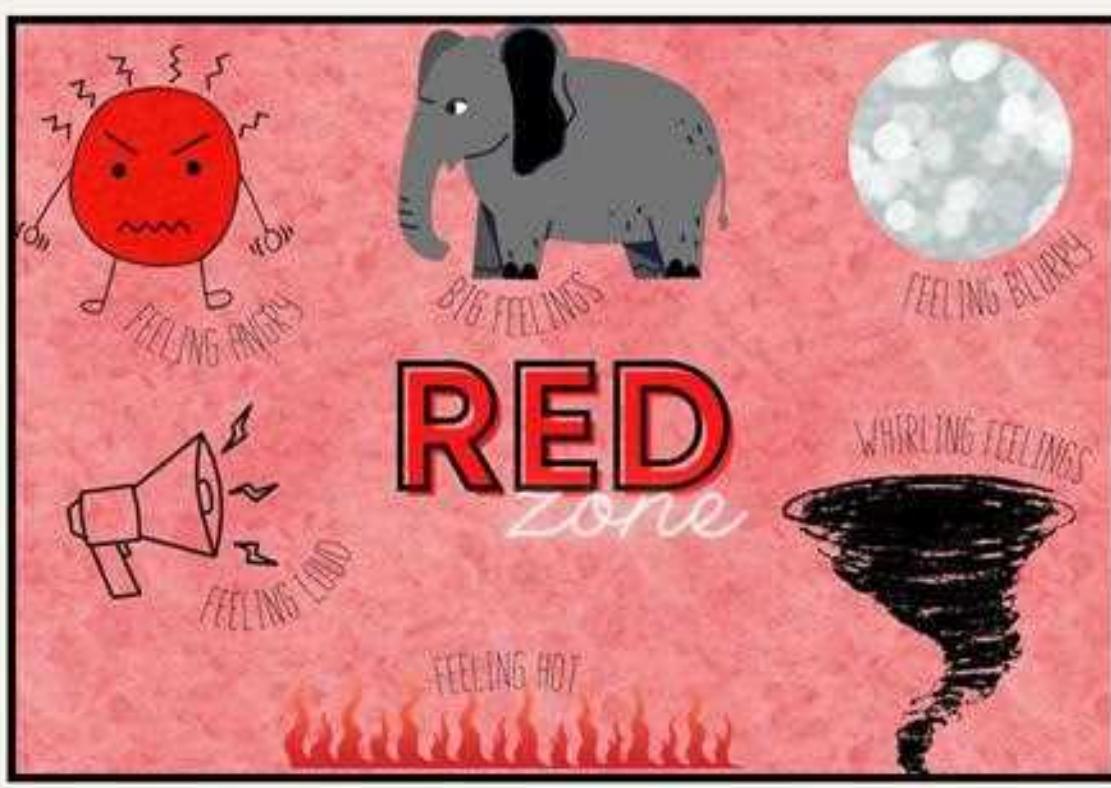
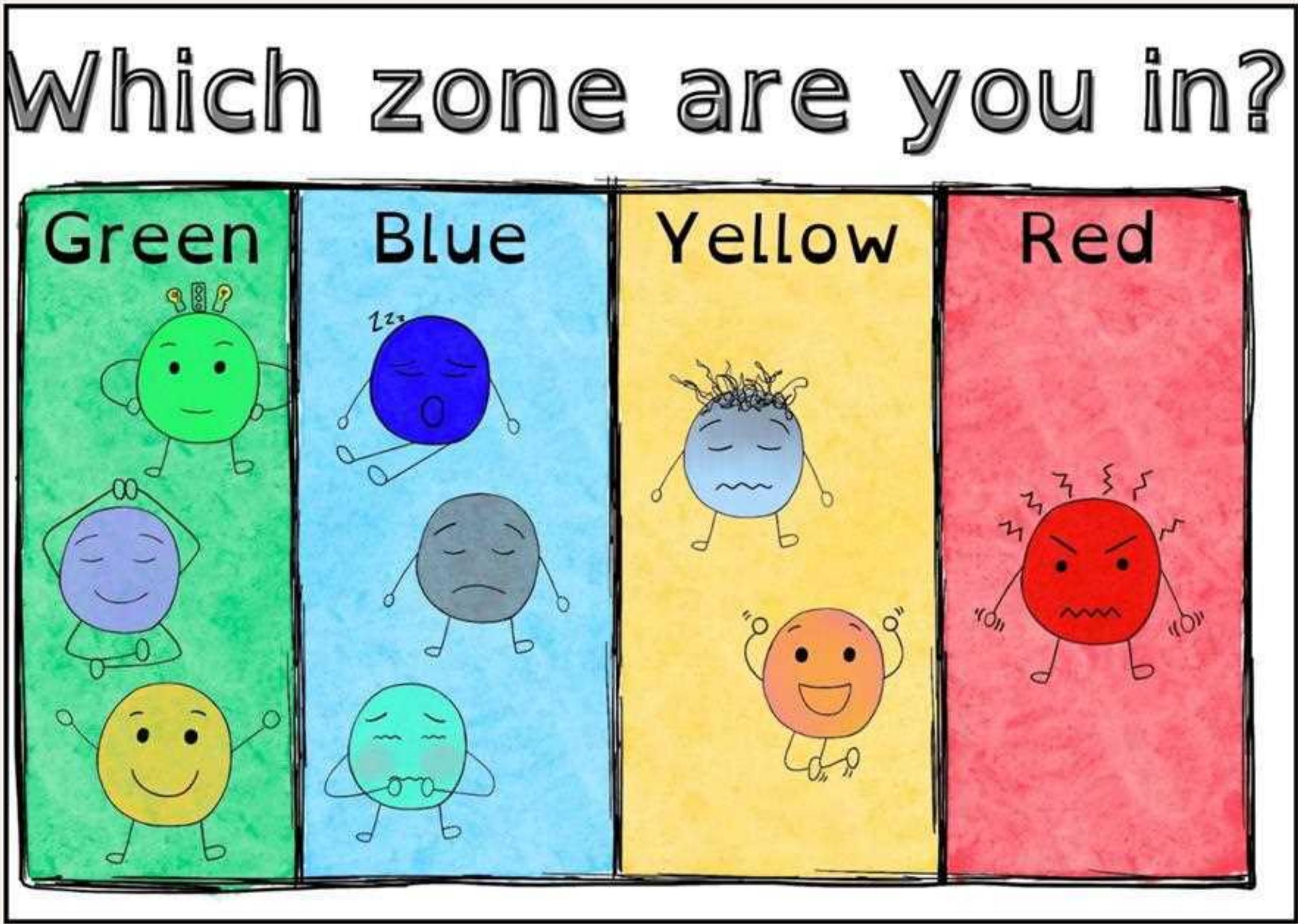
Appendix 2 - Traffic light system

5 step traffic light guidance

Traffic light	Reasons for being on each area
	<ul style="list-style-type: none">• A child who continues to follow the rules and expectations will be moved onto the golden star, showing that we value those who continue to make the right choices in their behaviour.• If they are still on the golden star by the end of the day, they will receive a sticker.
	<ul style="list-style-type: none">• The children will be asked to move their name up onto the silver star if they are seen following the class rules and expectations.
	<ul style="list-style-type: none">• All children's names will be put next to the green colour/tick each morning.• If a child stays on green all day/week a reward or privilege is negotiated in advance; ex: he/she will get 2 stickers on their sticker chart on Thursday.• This shows the child is ready to learn.
	<ul style="list-style-type: none">• The child's name is moved on the orange/yellow colour card following 2 warnings for the same unacceptable/inappropriate behaviour.• The child is reminded that if s/he continues her/his name will go on red. The name goes back up to green if the behaviour becomes appropriate again (praise the child for her/his excellent behaviour and celebrate putting their name back in the green).
	<ul style="list-style-type: none">• If the child continues to make the wrong choices and the unacceptable behaviour continues after the verbal warning, then the child will have some time to think and their name will be placed on the red card.• The teacher/TA will then have a discussion with the child to ask them (use a visual picture chart to refer to) if they know why they had to sit on the thinking chair – then what they should do to come out and to make things better.• They must apologise for their behaviour, not to repeat it before they leave the chair.• If the behaviour does not improve they will be taken to have some time out in another room, or have a talk to the team leader/coordinator and notes will be made in their pastoral tracker as well as the parents be informed.

Appendix

Appendix 3 - Zones of Regulation



Appendix

Appendix 4 - Reflection visuals

Reflection Visuals: What happened?



Reflection Visuals: What we want to do



Appendix

Appendix 5 - School Uniform Expectations

 **Newton**
Group of Schools

Primary (Grade 1-6)

Daily Wear (Mandatory)



Unisex White Shirt
♀♂

Girls Skirt, Tulle
♀

Bermuda Shorts, Navy
♂

Boys Trousers, Navy
♂

Accessories (Optional)



Winter Jacket, Navy
♀♂

Unisex Sweatshirt, Navy
♀♂

Sports Wear



(Mandatory)
Unisex PE Polo Shirt, White
♀♂

(Optional)
Unisex PE Track Pants, Navy
♀♂

Unisex PE Shorts, Navy
♀♂

 1 of 1  **NEWTON GROUP OF SCHOOLS**

Accessories

Bags (Optional)



School Bag Red - with Trolley
♀♂

School Bag Blue - with Trolley
♀♂

School Bag Red - without Trolley
♀♂

School Bag Blue - without Trolley
♀♂

Caps (Optional)



School Cap - Green
♀♂

S

M

L

Shoes (Optional)



kids School Shoes - White/Green
♀♂

kids School Shoes - White/Red
♀♂

kids School Shoes - Black/Green
♀♂

Appendix

Appendix 6 - Reflection sheet

Newton International Academy Think Sheet F2

Student's Name: _____ Teacher: _____

Reason: _____

Think back and explain, what happened?



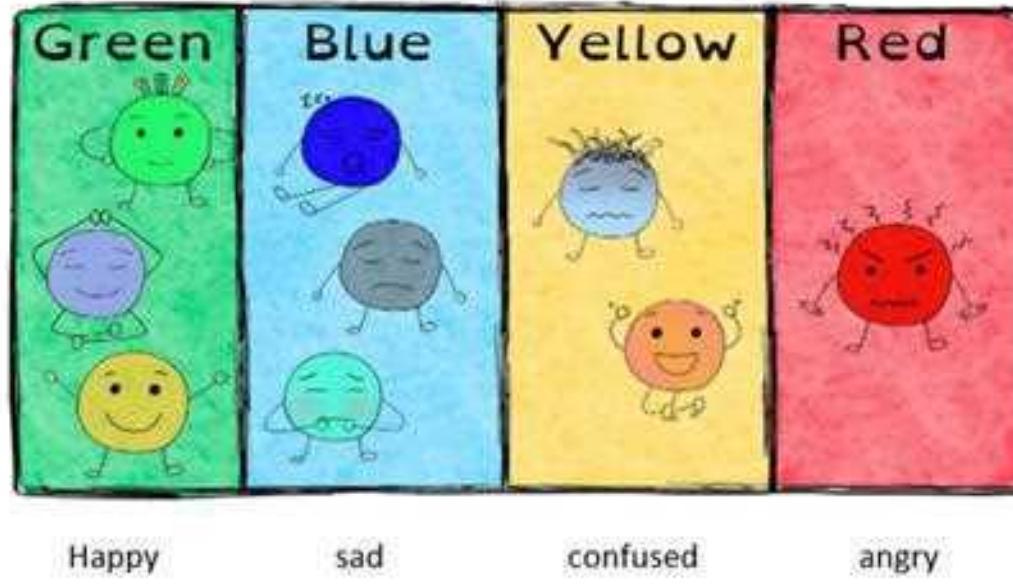
- 🐝 Be Honest
- 🐝 Be Responsible
- 🐝 Be Respectful
- 🐝 Be A Learner

?

Think back, how were you feeling?



Which zone are you in?



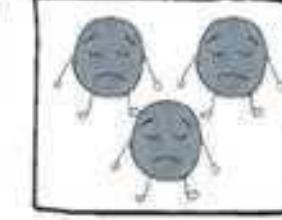
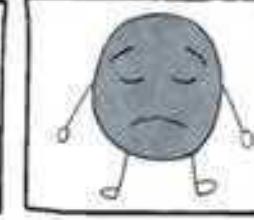
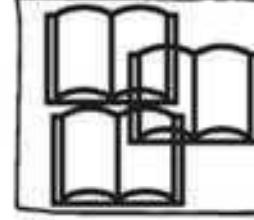
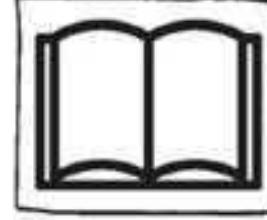
Happy

sad

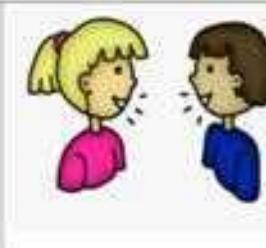
confused

angry

What was the impact of your choice?



Suggest what you can do to make it right?



My idea to try out:

Think ahead, what can you do next time?



Appendix

Appendix 7 - Behaviour cards



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Green Behaviour Report Card

Name _____ Class _____

Target 1							
Target 2							
Target 3							

Day 1	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Teacher Signed							
	TL Signed						
	Comments						
Day 2	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Teacher Signed							
	TL Signed						
	Comments						
Parent Signed	Parent Signed						

Appendix

Appendix 7 - Behaviour cards



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Yellow Behaviour Report Card

Name _____ Class _____

Target 1							
Target 2							
Target 3							

Day 1	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Teacher Signed							
							DHOP Signed
							Parent Signed
Comments							
Day 2	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Teacher Signed							
							DHOP Signed
Comments							Parent Signed

Appendix

Appendix 7 - Behaviour cards

	Newton International Academy www.newtoninternationalschool.edu.qa An international community of learners striving for excellence and celebrating success						
<u>Red Behaviour Report Card</u>							
Name _____				Class _____			
Target 1							
Target 2							
Target 3							
Day 1	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Teacher Signed							
						SMT Signed	
						Parent Signed	
Comments							
Day 2	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Teacher Signed							
						SMT Signed	
						Parent Signed	
Comments							

Appendix

Appendix 8 - Behaviour Misconduct letters

Misconduct Letter 1

Dear [Parent/Guardian's Name],

I am writing to inform you that due to recent concerns regarding [Student's Name]'s behaviour, we will be implementing a Behaviour Support Card to help guide and support positive conduct at school.

Incident Summary:

[Student's Name] will be placed on a Green Behaviour Card for the next two weeks. During this period, specific targets will be set to encourage improvement and accountability. These targets will be monitored and reviewed regularly to ensure progress. Our goal is to provide [Student's Name] with the necessary support to make positive behaviour choices. We appreciate your partnership in reinforcing these expectations at home

Please note that, in cases of non-compliance with the behaviour report card targets, the school follows an escalated procedure to ensure that the necessary support and interventions are in place. This process involves further review meetings and, if needed, additional steps to help [Student's Name] improve their behaviour.

Misconduct Letter 2

Dear [Parent/Guardian],

I hope this letter finds you well. I am writing to update you regarding [Student's Name] and their ongoing challenges in meeting the behaviour targets set in their behaviour support plan.

Incident Summary:

[Insert incident details here]

Despite our efforts and the support provided, [Student's Name] has continued to struggle with meeting the expected behaviour targets. As part of the school's escalation procedure, we are now implementing a Yellow Behaviour Report Card and will be holding further meetings to review the current interventions in place and explore additional support options.

Appendix

Behaviour Misconduct letters

Misconduct Letter 3

Dear [Parent/Guardian],

I hope this letter finds you well. I am writing to inform you of our continued concerns regarding [Student's Name]'s behaviour at school.

Incident Summary:

[Insert incident details here]

Despite multiple interventions and ongoing support, [Student's Name] has not shown the necessary improvements in behaviour. As part of our next steps, [Student's Name] will begin a Red Behaviour Report Card and sign a Student Behaviour Contract. If the behaviour targets are not met, the school will need to reconsider [Student's Name]'s place for the next academic year.

Misconduct Letter 4

Dear Parents,

I hope this letter finds you well. I am writing to address the ongoing concerns surrounding _____ behaviour and inform you of the potential consequences of continued non-compliance.

Incident Summary:

[Insert incident details here]

As you are aware, we have put several interventions in place to support ___, but unfortunately, we have not seen the necessary progress. As a result, the school may need to reconsider _____ place for the upcoming academic year if there is no significant improvement.

_____ will continue with a Red Behaviour Report Card. Please understand that we take this action in the best interest of all students, and we strongly encourage you to work with us in supporting _____ through this challenging period.

Thank you for your attention to this matter, and we are hopeful for a positive resolution.

Appendix

Appendix 9 - Behaviour Support Plan

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Behaviour Support Plan

Name:	Date:	Weekly with Team Leader until end of T1(1)	
Review Date:	Triggers for Behaviour	Function or Purpose of Behaviour (why do we think the behaviour happens?)	
Description of target behaviour			
Proactive strategies (strategies we put in place to prevent the behaviour from occurring)		Active strategies (what to do when the behaviour starts)	Reactive strategies (how to deal with the behaviour, including physical interventions)
Parent		Relapse prevention (how to prevent the behaviour from happening again)	
Name:	Signature:	Date:	
School Representative		Signature:	
Name:		Date:	