



Primary Specific

Behaviour Management Policy

Last Reviewed Date: 8th June 2026

Reviewed by: J Kingham DHOP-P

Next Review Date: 8th June 2027

This policy is underpinned by the NISL Flourishing Framework, which provides the shared foundation for character development, wellbeing, belonging and excellence across the school community. Through high expectations, positive relationships and a commitment to inclusion and safeguarding, we seek to create a safe, respectful and purposeful environment in which every pupil and member of staff can flourish.

At Newton International School Lagoon (NISL), we believe that every pupil possesses inherent **dignity, potential, and purpose**. Pupils can only learn, grow, and truly flourish when they exist within **calm, structured, and relationally strong environments** where they feel safe, known, valued, and protected from harm.

Consequently, this policy moves decisively beyond a reactive approach to behaviour management. While maintaining high expectations, clear boundaries, and unwavering professional consistency, we view routines and consequences not as punitive ends in themselves, but as restorative means to foster self-discipline, personal responsibility, character development, and practical wisdom.

Our school's behaviour policy aims also to develop a pupil's character alongside our Character Education programme, Philosophy 4 Children programme, Qatar Values initiatives and our School Values of Personal Accountability, Support, Respect, Empathy, Transparent Communication, Honesty, Diversity, Environmental Awareness and Social Responsibility.

Through the restorative and reflective aspects of this policy, NIS-Lagoon aims to empower pupils to become compassionate global citizens through inclusive learning, intercultural dialogue and active engagement with global issues.

A pupil's behaviour can often be linked to their general well-being both in school and at home. Both EYFS/Primary and Secondary (Middle/Upper schools) have School Counsellors to refer a pupil if a staff member is concerned about their well-being. Teachers should be aware that sudden behavioral shifts are recognized as possible indicators of distress, trauma, or safeguarding concerns, requiring a protective, multi-agency review over simple discipline.

The following policies support student well-being and safeguarding:

- Child well-being policy (whole school)
- Safeguarding Children and Child Protection Policy (whole school)
- SMSC (Spiritual, Moral, Social and Culture) Policy (whole school)



School Values and Student Virtues

Our behaviour policy has as its foundation the Flourishing Framework, School Values and Pupil Virtues (linked to Character Education and the 4Cs of P4C) to develop a pupil's character.

- **School Values:** Respect, Honesty, Empathy, Support, Diversity, Personal Responsibility, Social Responsibility, Environmental Awareness, Transparent Communication
- **Pupil Virtues (P4C 4Cs):** Caring, Critical (thinkers), Collaborative, Creative
- **Character Education Virtues:** see the LTP for a full list of Virtues of the week

There will be a monthly focus on a School Value with all staff and pupils recognising and celebrating those pupils who display that value. The 4C Pupil Virtues are on the school's House Points and are linked to weekly Character Education virtues.

The Four Pillars of Primary Conduct

To align our daily classroom mechanics with the cultural 'golden thread' of the school, all Primary staff shall structure behavioral responses around four core pillars:

- **Character Development (Caught, Taught, Sought):** Student virtues (Caring, Critical, Collaborative, Creative) are intentionally nurtured. Adults must model the values they seek to cultivate, ensuring emotional self-regulation and relational warmth guide every interaction.
- **Wellbeing and Belonging:** We understand that a child's conduct is an expression of their internal well-being. Staff are culturally mandated to practice trauma-informed care, actively listening to the voice of the child and adapting responses to support those facing adversity, distress, or additional SEND vulnerability factors.
- **Culture and Conduct:** Classroom environments are kept predictable, positive, and focused on learning. Positive reinforcement systems (including Class Dojo and House Points) are utilized to celebrate growth, character effort, and community contribution rather than operating as a transactional currency system.
- **Support and Restoration:** Where behavior falls below expectations, our framework remains corrective and developmental. Staff apply graduated, reflective interventions designed to empower pupils to learn from mistakes, repair relationships, and protect the collective dignity of the community.

An effective behaviour policy relies upon:

- Regular positive parent contact
- Consistent teaching and modeling expected behaviours both in class and around school
- Regular rewards, praise and recognition of pupil efforts emphasizing the value of intrinsic rewards
- Anticipating and pre-empting issues before they arise
- Restorative and age-appropriate consequences when needed
- Consistent implementation of this policy across the whole school by all staff

Positive Home – School links

Regular communication builds a positive relationship and encourages positive behaviour by pupils. Regular positive communication also makes it easier if the need for transparent communication regarding conduct and support arises.

Whole School Positive Management Strategies within the Classroom

- At the start of the school year, and enforced throughout the year, Teachers must teach and model expected levels of behaviour in a variety of scenarios of daily school life.
- As part of our whole school Flourishing Framework, all classes must help pupils self-regulate their behaviour e.g. through intrinsic praise and use of the class behaviour ladder or similar strategy in their class. Some pupils may prefer an additional, more private, way to assist their self-regulation such as a Daily behaviour support chart.
- Class teachers are actively encouraged to use whatever additional strategies they wish to as part of their



classroom management strategy (e.g. table points).

House Points (HPs): Recognising Positive Behaviour and Striving for Excellence

- HPs are the foundation of our whole school PBIS strategy and as such it is essential that all staff are involved in awarding them, especially to pupils outside their year group.
- Throughout the school, any pupil's positive behaviour should be recognised by any member of staff and awarded an HP (*staff have a minimum of 30 per week to award*).
- House Points can also be awarded to reward good work (see the Marking & Feedback Policy).

Class Dojo

Class Dojo is a tool for celebrating character development and transparent communication with families. It is the easiest form of communication available through which regular updates and teacher responses to parent messages will build a positive relationship with your parents which, in turn, will have a positive effect upon behaviour

Class Dojo: Class Story (www.classdojo.com)

- Class story should have class events, learning walls and general communication/notices on it.
- All of a pupil's teachers must be linked to their Class Dojo (including Specialists).
- Only pupils whose parents have given consent should have their photo posted on Class Dojo.

Class Dojo Points: Linking HPs, Behaviour Ladders and other strategies together

- Dojo points are a useful form of positive reinforcement when recognizing positive virtues and behaviour.
- Dojo points are the simplest way of counting HPs and linking Behaviour ladders for assemblies and rewards.
- The Dojo Points screen should not be used during a lesson, the behaviour ladder must be used in its place.
- This use and amount of Dojo points awarded for positive behaviour should be uniform across a year group (e.g. +1 point at a time and no negative Dojo points).

Dojo Shop for Character Recognition and Communal Celebrations

- HPs/Dojo Points can be redeemed at the 'Dojo Shop' (e.g. using teacher's chair for the day; Class or Year group parties). Dojo shop rewards are decided by the School Council at the start of the academic year.
- Pupils can choose their reward Dojo shop item which will be 'redeemed' from the Class Teacher.
- Dojo points are reset after the Dojo shop reward.

Awards and Certificates

Pupil 'Star of the Week' (Year group assemblies)

A class's Star of the Week receives a certificate and has their photo displayed in the ground floor awards board.

Class of the Week (Class Teachers)

The class with the most weekly HP/Dojo points are announced in assemblies and displayed on the ground floor.

Class of the Week (Specialists)

A different Specialist will choose their Class of the week announced at assembly and displayed on the ground floor.

Class of the Week (Attendance)

Each assembly the class with the best attendance will be announced and recognised on the ground floor display.

House of the Week

Each week the amount of HP/Dojo points per house is announced and displayed on the House total display board.

House Of the half term

The House with the highest number of points at the end of a half term is announced and that house is permitted to wear house colours after the midterm or end of term assessments.

PBIS Winners (half termly)

Every term, four pupils per year group will be chosen as PBIS winners and displayed on the PBIS board in the lobby.



Promoting Culture, Conduct, and Behaviour for Learning

Staff must remain consistently vigilant. Behavioral changes, recurring disruption, or compliance failures are recognized as potential indicator vectors of underlying safeguarding concerns, extra-familial harm, or trauma.

When a pupil demonstrates a pattern of concerning behavior, staff must look beyond compliance, consult with Phase Leaders, the School Counsellor, and the SENCO where appropriate, and log all pastoral or welfare concerns securely via CPOMS to ensure a holistic, protective approach to the child's flourishing.

The school's Flourishing framework has clearly defined procedures for managing negative behaviour in the school. Both the Flourishing Framework and PBIS focus on character and positive behaviour to pre-empt negative behaviour.

The Four Steps to Promoting Positive Behaviour

1. **Positive Triangulation** – praise and reward the positive behaviour pupils around the pupil exhibit - focusing on the positive behaviour/virtue rather than the negative behaviour.
2. **Gentle reminder** – Discreetly and calmly encourage the need for positive behaviour linking to virtues where appropriate (e.g. circulate to stand near the pupil or gently tap their desk).
3. **'Praise in Public, Punish in Private'** – at an appropriate time, calmly remove the pupil for a brief, one-to-one conversation pointing out how the behaviour can be improved and linking to virtues where appropriate. Providing the pupil with a choice to end the situation gives the pupil ownership of the resolution.
4. **Cooling Off Time (in class)** – To encourage and help pupils to self-regulate their own emotions, each class has a Cooling off area, where pupils can choose or be directed to go, to be given time to calm down and assess their behaviour. The time in this area should be timed.

Should behaviour persist then support from SMT or your Team Leader or a behaviour referral may be needed.

Minor (mdr) and Major (MDR) behaviour Referrals

A Teacher must not threaten a referral but not issue it, doing so removes all authority the behavior policy has.

Minor Discipline Referral Form (mdr) (Appendix II, Appendix IV (Arabic translation))

- Once these steps have been followed, and the behaviour continues, an mdr is issued.
- For safeguarding reasons, behaviours in bold type on the mdr form result in an immediate mdr (e.g. out of bounds, physical contact).
- mdrs must be completed by the Teacher who witnessed the incident.
- Should a pupil receive three mdrs within a month, this will result in the issuing of an MDR.

Once an mdr is issued to a pupil two things should be done by the teacher witnessing and issuing the mdr:

1. Parents should be informed that day of the mdr (telephone, Dojo or email with Class Teacher cc'd).
2. mdrs are handed to the Deputy Head (Pastoral) by the pupil at the next break detention session.

Major Discipline Referral Form (MDR) (Appendix III)

- Behaviour of a serious nature will require SMT intervention or an MDR.
- Teachers refer the pupil to the DHOP-P, who completes the MDR and contacts the pupil's parents to meet them to discuss the matter.
- Copies of MDRs are kept in a pupil's permanent file, returned to the Class Teacher as well as being entered on SIMs (data entered by the DHOP-P).



Managing Disruption & Buddy classes

Pupils may disrupt lessons for safeguarding reasons unconnected to the lesson but also to not being able to access the curriculum. Ensuring appropriate seating is considered and support is given in class (e.g. well-scaffolded and chunked instructions) may assist the pupil although a cooling off period may also be needed to support a pupil.

Buddy classes provide a cooling off period for younger pupils but are less effective, and can be a work avoidance tactic, for older pupils. Parents must be informed when a pupil is sent to a buddy class.

Key Stage 1 - The pupil should be sent to a neighbouring class for a period not exceeding 10 minutes. The pupil should take work and the teacher of the Buddy class be informed of the reason why they have been sent.

Key Stage 2 - A pupil may disrupt the Buddy Class in KS2 and continue to will likely disrupt their own class on their return. A member of SMT can be called so an intervention can take place and support escalated if needed.

Zero Tolerance

Bullying and Fighting: NIS Lagoon has a zero-tolerance policy for certain types of anti-social behaviour such as fighting and bullying which result in an immediate MDR (please refer to the school's **Anti-Bullying & Cyber Bullying Policy**).

Corrective and developmental reflection / Restorative action

Time taken having a restorative conversation with a pupil, and communicating with parents, is often effective consequence to teach positive behaviour. All other consequences should be age appropriate, followed through on, effective and, whenever possible, with the teacher issuing the referral.

Detentions

If detentions were an effective strategy for promoting positive character and behaviour then the same pupils would not have detentions regularly! However, a supervised detention can be needed in some cases. These can be held during outdoor break times with the teacher who issued the mdr or, in some circumstances, with the DHOP-P who will have a restorative conversation with the pupil.

Individual Intensive support

Individual Behaviour Plans (IBP) & Daily Behaviour Charts (Check In, Check Out - CICO) can help pupils self-regulate their behaviour.

- Initially a pupil signs a contract with their class teacher outlining targets, set by both pupil and teacher, as well as future rewards and consequences. These targets will form the basis of both IBP and CICO charts.
- CICO Behaviour Charts – these are given to a pupil to assist self-regulation and monitor them in class. Pupils Check In and Check Out (CICO) with the DHOP-P both in the morning and afternoon. Teachers 'score' pupils for each lesson against their own targets.
- Daily scores are logged and shared with parents/Class teachers weekly.

Academic, Behaviour and Attendance (ABA) Contracts

For repeated offenses resulting from MDRs a pupil's parents will be asked to sign a Contract. The breaking of these contracts may result in a pupil being asked to leave the school at the end of the academic year.

Suspension or Expulsion from School

NIS Lagoon regards the following as valid reasons for a suspension if no other option is available but suspension is seen as a last resort for Primary-aged students:

- Disrespect towards staff of a serious nature.
- Bullying of a pupil
- Physical attack, or serious verbal abuse, of a pupil or member of staff
- Persistent or severe disruptive behaviour in class



- Persistent issuing of mdrs that result in the regular issuing of MDRs.
- Significant damage to property, either in or outside school or stealing from school, staff or pupils
- Unacceptable behaviour of a moral nature

Appendix I: PBIS Behaviour Management Flowchart This flowchart shows the necessary action to take regarding the types of negative behaviour exhibited at NISL.



Pupil Behaviour Management 2026-27

Teacher managed Minor referral (mdr)

Positive Triangulation
Praise and reward those meeting your expectations

Did the behaviour change?

Yes

Notice and reward the corrected behaviour

Praise to parents

No

Move down the behaviour ladder

Positive reminder of class expectations and norms

Warning conversation in private - provide choices

Student reflection time

Conference with student and issue minor referral

Give suitable consequence

Minor referral to DHOP-P

Inform the parents that day

Deepening Thinking

- Highlight the importance of both intrinsic and extrinsic rewards.
- Encourage pupils to reflect on the impact of their choices.
- Provide opportunities for reflection through restorative conversations.

Role Model

- Model the behaviours you expect to see in your pupils.
- Create and uphold clear classroom norms that everyone is accountable to.

Impact

- Show how positive behaviour contributes to a happier, more productive learning environment.
- Reinforce the idea that thoughtful choices lead to meaningful outcomes.

Challenge

- Inspire pupils to strive towards the best version of themselves.
- Acknowledge that making good choices can be difficult and discuss why they are worth it.

Engagement

- Empower pupils to share their voices and take ownership of their role in the school community.
- Engage with parents as partners in supporting the successes and challenges of their children.

Culture is as much about what we encourage as what we permit.

SMT managed Major referral (MDR)

DHOP-P conferences with student and witnesses

DHOP-P completes MDR and enters on SIMS

DHOP-P contacts and meets with parents

DHOP-P gives appropriate consequence

MDR put in student's personal file

Class teacher keeps parents updated on progress

Persistent Challenging behaviour

Individual behaviour Plan (IBP)

Student-Teacher Contract (Targets set with student)

Daily behaviour chart (SMT monitors targets & emails to parents)

Parent Behaviour Contracts

Place in school at risk; MOEHE informed; possible exclusion

Rewards

Intrinsic: pride, satisfaction, praise, joy, accomplishment, happiness
Extrinsic: House & Dojo points, Dojo Shop, certificates

Consequences

Minor: detention, missing part of break time, contact with parents
Major: Detention, missing trip, removal from class, meeting with parents



NIS Lagoon Minor Referral Form 2026-27

Pupil Details			
Name:	Class:	Date:	Staff member issuing referral:
Time of Incident			
☐ Arrival	☐ Before 1 st break	☐ 1 st Break	☐ Between breaks
☐ 2 nd break	☐ After 2 nd break	☐ Dismissal	
Location of Incident			
☐ Classroom	☐ Specialist _____	☐ Upper Playground	☐ Gym/Swimming Pool
☐ Assembly	☐ Hallway/Stairs	☐ Bathroom	☐ Lower Playground
☐ Off-campus event	☐ Other:		
Incident			
☐ Disruption hinders learning process (after 1 warning)		☐ Defiance/Not following teacher's instructions	
☐ Disrespect		☐ Unprepared for class (e.g. lack of equipment, etc.)	
☐ Pattern of dress code violations (inc. PE kit)		☐ Pattern of not attempting work and/or homework	
☐ Inappropriate language/Gestures (inc. Arabic in English lessons)		☐ Pattern of lateness: to school OR class	
☐ Physical Contact/Aggression/Intimidation (minimal)		☐ Out of bounds/Leaving supervision without permission	
☐ Other:			
Description of Incident			Others involved
Teacher Action	☐ Conference with pupil	☐ Notify Parents (Call/email/Dojo)	
Consequence	☐ Break time Detention	☐ Restitution/Community Service	☐ Other:

Teacher's name

Date

Student's name (sign)



NIS Lagoon Major Referral Form 2026-27

Pupil Details				
Name:	Class:	Date:	Staff member issuing referral:	
Time of Incident				
☐ Arrival ☐ Before 1 st break ☐ 1 st break ☐ Between breaks ☐ 2 nd break ☐ After 2 nd break ☐ Dismissal				
Location of Incident				
☐ Classroom	☐ Specialist _____	☐ Upper Playground	☐ Gym/Swimming Pool	☐ Assembly
☐ Hallway/Stairs	☐ Bathroom	☐ Lower Playground	☐ Off-campus event	☐ Other:
Incident				
☐ Persistent disruption (i.e. after warnings & cooling off period)		☐ Disrespect or Defiance - serious		
☐ Physical aggression – serious (e.g. fighting, spitting, in class)		☐ Bullying/Harassment/Cyber bullying/ Intimidation		
☐ Stealing / Cheating / Racism / Truancy / Vandalism		☐ Immoral or Inappropriate physical contact / gestures		
☐ 3x minor referrals within one month		☐ Setting off fire alarm/ causing school evacuation		
☐ Other:				
Description of Incident				Others involved
SMT action(s)				
☐ Meeting with pupil		☐ Parent contact (meeting/telephone/ email)		☐ Parents did not attend or respond
Consequence				
☐ Break time detentions		☐ Restitution / School Community Service		
☐ Internal exclusion (break times or afternoon)		☐ External suspension		
☐ Excluded from out of school activities		☐ Other:		
Follow up Action				
☐ CICO Daily Behaviour Chart		☐ Referral to School Counsellor		
☐ Behaviour Contract (1 st , 2 nd or 3 rd)		☐ Referral to SEN / EAL departments		
☐ Other:				
Comments from Meeting with parents (overleaf if needed)				

(SMT signature)

(Pupil signature)

(Parent signature)

Date: _____



Entered on SIMS



Appendix IV: mdr NIS Lagoon Minor Referral Form (Arabic)

NIS Lagoon Minor Referral Form 2026-27

مخالفة سلوك ثانوية

Pupil Details			
Name الاسم الأول / الاسم الأخير	Class الصف	Date	Staff member issuing Referral: أصدر من: / مدرس مادة أخرى
Time of Incident الوقت			
☐ Arrival	☐ Before 1 st break	☐ 1 st Break	☐ Between breaks
☐ 2 nd break	☐ After 2 nd break	☐ Dismissal	
Location of Incident			
☐ Classroom / Specialist الصف / أحد صفوف المواد الأخرى	☐ Lower Playground الملعب السفلي	☐ Upper Playground الملعب العلوي	
☐ Assembly ساحة الاجتماع	☐ Bathroom الحمامات	☐ Hallway/Stairs الممر / الدرج	
☐ Other أماكن أخرى			
Incident السلوكية المشكل			
☐ Disrespect عدم الاحترام			
☐ Defiance/Not following teacher's instructions التحدي / عدم سماع تعليمات المدرس			
☐ Disruption IN SCHOOL – hinders learning process تعطيل الصف- إعاقة المسار التعليمي			
☐ Disruption ONLINE – hinders learning process تعطيل الصف- إعاقة المسار التعليمي			
☐ Inappropriate language/Gestures كلام غير لائق (بنىء) / إشارات غير لائقة			
☐ Property Misuse/ Vandalism (minimal) استخدام ممتلكات المدرسة بطريقة خاطئة / تخريب/ انتهاك التكنولوجيا			
☐ Not prepared for class (e.g. lack of equipment) عدم التحضير المسبق للحصة وعدم إحضار القرطاسية			
☐ Pattern of not attempting classwork (3 set tasks) الإستمرار في عدم إنجاز الأعمال الصفية أو الواجبات المنزلية			
☐ Pattern of lateness الإستمرار في التأخر عن المدرسة			
☐ Physical Contact with minimal threat of injury العنف البدوي / الهجومية / التخويف/ التهديد بالضرب			
☐ Leaving Teacher supervision without permission ترك الصف أو المدرس المشرف في الملعب من دون إذن			
☐ Other: أسباب أخرى			
Description of Incident وصف الموضوع			Others مشاركين آخرين
Teacher Action	☐ Conference with pupil	☐ Notify Parents (Call/email/Dojo)	
Consequence	☐ Break time Detention	☐ Restitution/Community Service	☐ Other:

(Teacher/Specialist signature)

(Pupil signature)

Date:

- Contact parents the same day.