

NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



Newton International Academy Lusail

Primary Behaviour Policy

2026 - 2027



Last Review: August 2026

Next Review: June 2027

Reviewer: Policy Committee



Behaviour for Learning Policy

At Newton International Academy Lusail, we believe that positive behaviour is fundamental to creating a safe, inclusive and purposeful learning environment where every student can thrive. Behaviour is not simply managed—it is explicitly taught, consistently modelled and positively reinforced through high expectations, strong relationships and restorative practice.

Our Behaviour for Learning approach promotes respect, responsibility, kindness and self-discipline, enabling students to develop the knowledge, skills and attitudes needed to become confident learners and responsible members of the school community. We recognise that every interaction provides an opportunity to teach positive behaviour, strengthen relationships and support students in making positive choices.

This policy provides a consistent whole-school framework for promoting positive behaviour and responding fairly, respectfully and consistently when behaviour falls below expectations. It supports staff, students and parents in working together to create a culture where positive behaviour is recognised and celebrated, relationships are strengthened, and every student is encouraged to reflect, learn from mistakes and make a fresh start.

The policy aims to:

- Promote a calm, safe, inclusive and purposeful learning environment where every student feels valued, respected and supported.
- Develop students who demonstrate respect, responsibility, resilience and self-discipline.
- Foster a positive Behaviour for Learning culture through high expectations, consistent routines and meaningful relationships.
- Encourage students to take responsibility for their behaviour and understand the impact of their choices on others.
- Provide staff with a clear and consistent framework for recognising positive behaviour and responding appropriately to behaviour that falls below expectations.
- Strengthen partnerships between home and school in supporting students' personal, social and emotional development.
- Ensure behaviour is managed fairly, consistently and in line with the school's restorative approach.
- Support students to reflect on their behaviour, repair relationships and make positive choices for the future.
- Safeguard the wellbeing, dignity and rights of every member of the school community.

1. Our Behaviour for Learning Approach

At Newton International Academy Lusail, we believe that behaviour is a form of communication and that every interaction provides an opportunity to teach, guide and develop our students. Positive relationships underpin effective behaviour management, creating an environment where students feel safe, respected and ready to learn.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



Our Positive Behaviour for Learning (PBL) approach is based on the belief that behaviour should be explicitly taught, consistently modelled and regularly reinforced. High expectations, clear routines and consistent responses enable students to develop the self-discipline, resilience and social skills needed to become responsible members of the school community.

Our approach is guided by five key principles:

- Positive relationships before consequences
- Recognition before correction
- Consistency from every adult
- Restorative conversations following incidents
- High expectations for every student

Every member of the school community shares responsibility for promoting positive behaviour. Through respectful relationships, consistent expectations and restorative practice, we support students in understanding the impact of their actions, taking responsibility for their behaviour and making positive choices that contribute to a calm, inclusive and purposeful learning environment.

2. Roles and Responsibilities

Creating and maintaining a positive Behaviour for Learning culture is a shared responsibility. Every member of the Newton International Academy Lusail community has a role to play in promoting respectful relationships, maintaining high expectations and ensuring that every student feels safe, valued and supported.

By working together, staff, students and parents create a consistent approach to behaviour that promotes responsibility, accountability and successful learning.

Staff Responsibilities

At Newton International Academy Lusail, every member of staff is expected to:

- Greet students positively each day and build respectful relationships.
- Model the behaviour, language and attitudes expected of students.
- Recognise and celebrate positive behaviour regularly.
- Teach, model and consistently reinforce high expectations, routines and positive behaviour.
- Apply the Behaviour Response Framework fairly and consistently.
- Use restorative conversations to support reflection and repair relationships.
- Record behaviour accurately on SIMS where appropriate.
- Communicate professionally with parents regarding behaviour concerns.
- Seek support promptly when behaviour requires additional intervention.
- Promote safeguarding and student wellbeing at all times.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



Student Responsibilities

Students are expected to:

- Arrive at school prepared, punctual and ready to learn.
- Demonstrate the school's values by being Ready, Respectful, Safe and Responsible.
- Follow staff instructions promptly and respectfully.
- Treat others with kindness, courtesy and respect.
- Take responsibility for their behaviour and choices.
- Respect school property, resources and the belongings of others.
- Participate positively in lessons and school life.
- Engage honestly in restorative conversations.
- Learn from mistakes and make positive choices.
- Represent the school positively both inside and outside school.
- Students are encouraged to celebrate the achievements of others, demonstrate resilience when faced with challenges and contribute positively to a calm, inclusive and supportive school environment.

Parent Responsibilities

Parents and carers are expected to:

- Support the school's Behaviour for Learning Policy.
- Reinforce the school's expectations and values at home.
- Ensure their child attends school regularly, punctually and prepared for learning.
- Work in partnership with the school through open, respectful communication to support their child's behaviour and wellbeing.
- Attend meetings when requested.
- Support Behaviour Contracts, Behaviour Support Plans and agreed targets where appropriate.
- Encourage their child to reflect on behaviour and accept responsibility.
- Inform the school of circumstances that may affect their child's wellbeing or behaviour.
- Celebrate their child's positive behaviour and achievements.

3. School Rules

At Newton International Academy Lusail, our School Rules provide a consistent framework for behaviour across all areas of school life. They apply in classrooms, around the school, during break times, on educational visits and whenever students are representing the school.

Our School Rules are designed to create a safe, respectful and purposeful environment where everyone can learn, succeed and feel valued.



Students are expected to be:

Ready	Respectful	Safe	Responsible
Prepared for learning	Treat others with kindness	Keep yourself and others safe	Take ownership of your choices
Follow instructions	Respect property	Walk calmly	Reflect and learn from mistakes
Participate positively	Use respectful language	Report concerns	Be a positive role model

4. High-Quality Teaching and Classroom Expectations

At Newton International Academy Lusail, high-quality teaching and positive behaviour are inseparable. Well-planned lessons, clear routines and positive relationships create an environment where students feel safe, engaged and motivated to learn.

Staff are expected to establish consistent routines, explicitly teach behaviour expectations and reinforce positive behaviour throughout every lesson. Behaviour expectations should be taught, practised and revisited regularly, particularly at the beginning of the academic year and following school holidays.

Positive behaviour is encouraged through praise, recognition and meaningful relationships. Where behaviour falls below expectations, staff respond calmly and consistently using the school's Behaviour Response Framework.

Classroom Expectations

Students are expected to demonstrate the following behaviours throughout every lesson.

Arrival and Readiness

Students should:

- Enter the classroom calmly and respectfully.
- Go directly to their assigned seat.
- Have the correct equipment ready.
- Begin the starter activity promptly.
- Be prepared to learn.

Learning Behaviour

Students should:

- Listen attentively when others are speaking.
- Follow instructions the first time.
- Participate positively in learning.
- Remain focused and work to the best of their ability.
- Ask for help appropriately when needed.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



- Respect the learning of others.

Independent and Collaborative Learning

Students should:

- Work independently when required.
- Contribute positively during group work.
- Listen respectfully to the ideas of others.
- Share resources responsibly.
- Demonstrate resilience when learning becomes challenging.

Movement and Resources

Students should:

- Walk calmly around the classroom.
- Move only when appropriate or with permission.
- Respect classroom equipment and shared resources.
- Leave learning areas tidy and organised.

End of the Lesson

Students should:

- Complete learning tasks to the best of their ability.
- Return equipment neatly.
- Tidy their workspace.
- Listen carefully to final instructions.
- Leave the classroom calmly when dismissed by the teacher.

Expectations for Staff

All staff are expected to:

- Establish consistent classroom routines.
- Build positive relationships with students.
- Model respectful behaviour and language.
- Teach and reinforce behaviour expectations explicitly.
- Recognise positive behaviour regularly.
- Apply the Behaviour Response Framework consistently.
- Use restorative conversations where appropriate.
- Promote high expectations for learning and behaviour.



5. Playground Behaviour Expectations

Break times provide valuable opportunities for students to develop positive relationships, social skills and independence. Students are expected to demonstrate the same high standards of behaviour in the playground as they do in the classroom. All staff share responsibility for promoting a safe, inclusive and enjoyable environment through active supervision, positive reinforcement and consistent expectations.

Student Expectations

Students are expected to:

- Treat everyone with kindness, courtesy and respect.
- Include others in games and activities where appropriate.
- Play fairly, honestly and with good sportsmanship.
- Follow the agreed rules of games and activities.
- Resolve disagreements respectfully or seek adult support when needed.
- Follow staff instructions promptly and respectfully.
- Keep hands, feet and objects to themselves.
- Respect school property, playground equipment and the belongings of others.
- Dispose of litter responsibly and help maintain a clean environment.
- Report accidents, unsafe behaviour or concerns to a member of staff immediately.

Safe Play

Students should:

- Walk when moving around the playground unless participating in an organised activity.
- Play only in designated areas.
- Use playground equipment safely and for its intended purpose.
- Avoid rough play, play fighting and games that may cause injury.
- Respect personal space and the safety of others.

Lining Up After Break

At the end of break, students should:

- Stop immediately when instructed by staff.
- Walk calmly to their designated line.
- Line up quietly and respectfully.
- Be ready to return promptly to learning.

Staff Expectations

Staff on duty are expected to:

- Be punctual, visible and actively supervise their allocated area.
- Build positive relationships by interacting positively with students.
- Reinforce positive behaviour through praise and encouragement.



- Intervene early to prevent minor issues from escalating.
- Respond calmly and consistently using the Behaviour Response Framework.
- Record significant incidents on SIMS where appropriate.
- Communicate relevant behaviour concerns to the appropriate member of staff before the next lesson.

Restorative Practice

Where appropriate, playground disagreements should be resolved through restorative conversations. Students should be encouraged to reflect on their behaviour, understand the impact of their actions, repair relationships and make positive choices moving forward. More serious or repeated incidents will be managed in accordance with the school's Behaviour Response Framework.

6. Positive Behaviour and Rewards

Promoting Positive Behaviour

At Newton International Academy Lusail, we believe that positive behaviour should be recognised, encouraged and celebrated every day. Our Positive Behaviour for Learning approach is based on the principle that students are more likely to repeat behaviours that are acknowledged and valued.

Positive behaviour is promoted through high expectations, strong relationships, consistent routines and meaningful recognition. Staff are encouraged to actively notice and reinforce positive choices, creating a culture where success, effort and personal growth are celebrated.

Recognition should be genuine, specific and linked to the behaviours we wish to develop. By consistently acknowledging positive behaviour, we strengthen students' confidence, motivation and sense of belonging within the school community.

Principles of Positive Recognition

Positive recognition should:

- Be immediate and specific.
- Focus on effort, improvement and positive choices as well as achievement.
- Reinforce the school's values of being Ready, Respectful, Safe and Responsible.
- Encourage intrinsic motivation and personal responsibility.
- Be fair, inclusive and accessible to all students.
- Celebrate both individual and collective success.

Recognising Positive Behaviour

Positive behaviour may be recognised in a variety of ways, including:

- Daily Recognition
- Verbal praise.
- Positive feedback during lessons.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



- Positive phone calls or emails home.
- Recognition during class discussions.
- Positive comments in planners or communication books.
- House points.
- Dojo points.
- Stickers or stamps (EYFS and Primary where appropriate).

Classroom Recognition

Teachers are encouraged to celebrate:

- Excellent effort.
- Perseverance.
- Improvement over time.
- Kindness and empathy.
- Leadership.
- Cooperation.
- Responsibility.
- Excellent learning behaviours.
- Positive attitudes towards learning.

Whole School Recognition

Students may also be recognised through:

- Celebration Assemblies.
- Head of Primary Awards.
- Certificates.
- House competitions.
- Termly awards.
- End-of-year awards.
- Displays of outstanding work.
- Leadership opportunities.
- Special responsibilities within school.

Celebrating Improvement

Recognition should not only focus on students who consistently meet expectations. Students who demonstrate significant improvement in behaviour, effort, attendance or attitude should also be recognised and celebrated.

Celebrating progress reinforces the belief that positive behaviour can be developed through effort, reflection and perseverance.



Working in Partnership with Parents

Parents should be informed when students consistently demonstrate positive behaviour, significant improvement or outstanding contributions to the school community. Sharing positive news strengthens the partnership between home and school and reinforces the behaviours we seek to develop.

Consistency

All staff are expected to recognise positive behaviour regularly and consistently.

As a guide, staff should aim to provide significantly more positive interactions than corrective interactions during the school day. By creating a culture where positive behaviour is routinely noticed and celebrated, we help students develop confidence, responsibility and a lifelong commitment to making positive choices.

Recognition Before Correction

Staff are encouraged to actively recognise and reinforce positive behaviour before correcting inappropriate behaviour. A classroom culture where positive choices are routinely acknowledged promotes motivation, strengthens relationships and encourages students to repeat appropriate behaviours.

While inappropriate behaviour should always be addressed, staff should seek opportunities to notice and celebrate students who are meeting expectations. Positive recognition should become a natural and consistent part of everyday classroom practice.

7. Professional Conduct in Behaviour Management

Every interaction between staff and students contributes to the culture of the school. At Newton International Academy Lusail, staff are expected to model the respectful, calm and professional behaviour that we seek to develop in our students.

Behaviour should always be managed in a way that preserves the dignity of every student, strengthens positive relationships and supports long-term behaviour change. Staff are expected to remain calm, consistent and solution-focused, recognising that every behaviour incident is an opportunity to teach, guide and restore.

Professional Expectations

When responding to behaviour, staff are expected to:

- Remain calm and emotionally regulated.
- Use respectful, professional language at all times.
- Apply the Behaviour Response Framework consistently.
- Preserve the dignity of every student.
- Focus on the behaviour rather than the individual.
- Listen to students before reaching conclusions.
- Use restorative conversations to rebuild relationships.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



- Provide students with the opportunity for a fresh start following an incident.
- Seek support promptly when behaviour requires additional intervention.

Staff Must Never

Staff must never:

- Shout at or intimidate students.
- Humiliate, ridicule or embarrass students.
- Engage in arguments or power struggles.
- Use sarcasm or belittling language.
- Punish an entire class for the actions of individual students.
- Use threats or consequences that cannot be followed through.
- Allow personal feelings or frustration to influence professional judgement.
- Compare students negatively with others.
- Discuss behaviour publicly in a manner that compromises a student's dignity.

Managing Behaviour Professionally

When behaviour falls below expectations, staff should:

- Address the behaviour calmly and promptly.
- State the expected behaviour clearly.
- Allow appropriate take-up time.
- Follow the Behaviour Response Framework consistently.
- Use restorative conversations where appropriate.
- Recognise positive behaviour as soon as students make improved choices.
- Record behaviour accurately where required.
- Communicate appropriately with parents when necessary.

Maintaining Positive Relationships

Effective behaviour management is built upon positive relationships. Staff should seek opportunities to build trust, show genuine interest in students and maintain respectful interactions throughout the school day.

Students should leave every behaviour conversation knowing:

- What behaviour was inappropriate.
- Why it was inappropriate.
- What they should do differently next time.
- That they are valued members of the school community and have the opportunity to make a fresh start.

Professional behaviour from adults creates positive behaviour in students. By modelling respect, fairness and consistency, staff establish the trusting relationships that enable every student to feel safe, valued and ready to learn.



8. Restorative Practice

At Newton International Academy Lusail, restorative practice is central to our Behaviour for Learning approach. We believe that while consequences are sometimes necessary, lasting behaviour change is achieved when students understand the impact of their actions, accept responsibility and are supported to repair relationships. Restorative practice encourages students to reflect on their behaviour, learn from their experiences and make positive choices in the future. It helps develop empathy, accountability and respectful relationships while maintaining high expectations for behaviour.

Restorative conversations should take place once all parties are calm and ready to engage respectfully.

Principles of Restorative Practice

Restorative conversations aim to:

- Help students understand the impact of their behaviour on others.
- Encourage students to accept responsibility for their actions.
- Teach appropriate behaviours and positive alternatives.
- Repair relationships where appropriate.
- Restore students successfully to learning.
- Promote emotional wellbeing by providing students with the opportunity to express their thoughts and feelings respectfully.

Staff should reinforce the principle:

"It is okay to feel that way, but it is not okay to behave in a way that hurts yourself or others."

Restorative Conversations

Staff should use restorative questions that encourage reflection rather than blame.

Examples include:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How do you think they feel?
- What could you have done differently?
- What can you do to make things right?
- How can we help you be successful next time?

The purpose of these conversations is to teach positive behaviour, not simply to investigate misconduct.

Reflection

Students may be asked to complete a reflection activity or Behaviour Reflection Sheet following an incident.

Reflection activities provide students with the opportunity to:

- Consider the impact of their behaviour.



- Identify more appropriate choices.
- Develop strategies for future situations.
- Prepare to return positively to learning.

Reflection records may also help staff identify behaviour patterns and determine whether additional support is required.

Consequences and Restoration

Restorative practice does not replace consequences. Where behaviour falls below expectations, appropriate consequences will be applied in accordance with the school's Behaviour Response Framework.

Consequences provide accountability, while restorative conversations provide opportunities for learning, reflection and relationship repair. Together they promote long-term behaviour improvement and help students make positive choices in the future.

Restorative practice is most effective when it is timely, consistent and supported by positive relationships. By combining clear expectations, appropriate consequences and meaningful restorative conversations, Newton International Academy Lusail promotes a culture where every student is supported to learn from mistakes, rebuild relationships and succeed.

9. Behaviour Response Framework

The Behaviour Response Framework provides a consistent whole-school approach to responding when behaviour falls below expectations. It ensures that all staff respond fairly, proportionately and consistently while maintaining positive relationships and supporting students to reflect on and improve their behaviour. Behaviour incidents should always be considered within the context of the individual student, taking into account their age, stage of development, additional needs and any relevant circumstances. Staff should use professional judgement alongside this framework to determine the most appropriate response.

The framework is designed to:

- Promote consistency across the school.
- Maintain high expectations for behaviour.
- Support positive behaviour through restorative practice.
- Ensure consequences are fair, proportionate and educational.
- Provide clear guidance for staff, students and parents.

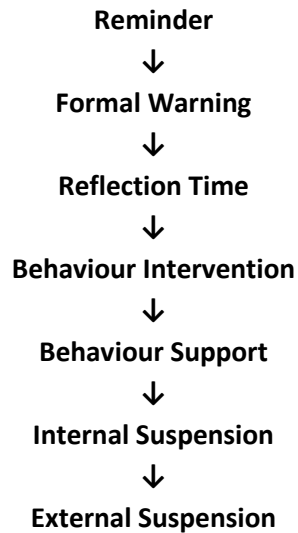
Whenever possible, staff should seek to de-escalate situations through calm communication, positive relationships and restorative conversations before behaviour escalates to higher levels of intervention.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



Behaviour does not always progress sequentially through every level. Depending on the nature, severity and context of an incident, staff may move directly to a higher level of intervention where appropriate.

Level 1 – Reminder

Purpose

To redirect low-level inappropriate behaviour quickly and positively without interrupting learning. The aim is to remind students of the expected behaviour and give them an opportunity to make a better choice.

Who Manages It?

- Class Teacher
- Teaching Assistant (under the direction of the class teacher)
- Specialist Teacher

Examples

- Calling out
- Talking during teacher input
- Off-task behaviour
- Minor distraction
- Forgetting classroom routines
- Lack of focus
- Minor misuse of equipment

Staff Script

"Remember, at NIA Lusail we are respectful learners. I need you to listen carefully and focus on your learning."

or

"Thank you. I know you can make a better choice."



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



Recording

No formal recording required unless the behaviour becomes repetitive.

Parent Contact

Not required.

Next Step

If the behaviour continues after the reminder, move to Level 2.

Level 2 – Formal Warning

Purpose

To clearly communicate that the behaviour is unacceptable and that further consequences will follow if it continues.

Who Manages It?

- Class Teacher
- Specialist Teacher

Examples

- Repeating Level 1 behaviour
- Refusing simple instructions
- Continued disruption
- Calling out after reminder
- Distracting others

Staff Script

"This is your warning. I have already reminded you about the expectation. If you choose not to change your behaviour, you will move to Reflection Time." (Do not argue or negotiate.)

Give the student "take-up time".

Recording

Repeated warnings may be recorded on SIMS if they become a pattern.

Parent Contact

Class Teacher contact parent on Dojo.

Next Step

Reflection Time (Level 3)

Level 3 – Reflection Time / Reset

Purpose

To allow the student time to regulate emotions, reflect on their choices and prepare to return positively to learning.

Who Manages It?

- Class Teacher
- Teaching Assistant



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



- Partner/Buddy Teacher (if removed briefly)

Examples

- Continued disruption
- Persistent talking
- Refusal to follow classroom routines
- Minor disrespect
- Repeated off-task behaviour

Staff Script

"You have chosen not to respond to the reminder and warning. Please move to the Reflection Area. We will discuss your choices when you are calm."

Following the lesson:

"Let's talk about what happened and how we can make tomorrow more successful."

Recording

Reflection time should be recorded on SIMS if it becomes repeated or forms part of an ongoing pattern.

Reflection sheet completed if appropriate.

Parent Contact

Inform parent on Dojo that the behaviour is becoming repetitive.

Next Step

If behaviour continues or becomes more serious, refer to the Team Leader.

Level 4 – Behaviour Intervention

Purpose

To provide structured support when classroom strategies have not resulted in sustained improvement.

Who Manages It?

- Team Leader
- DHOP Pastoral
- Head of Primary
- Counsellor (where appropriate)

Examples

- Repeated classroom disruption
- Defiance
- Repeated disrespect
- Persistent refusal to complete work
- Multiple SIMS incidents
- Repeated Reflection Time

Staff Script

"We have tried several strategies to support you. We now need additional support from your Team Leader so that we can help you make better choices."

Recording



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



- Incident logged onto SIMS.
- Behaviour Report Card initiated. (Green)
- Behaviour targets agreed.

Parent Contact

- Parents informed by telephone, Dojo or email.
- Meeting arranged if required.

Next Step

Behaviour Report Card (Yellow/Red) or Behaviour Support Plan.

Level 5 – Behaviour Support Plan / Internal Suspension

Purpose

To provide intensive intervention for students whose behaviour significantly affects learning or safety.

Who Manages It?

- Team Leader
- DHOP Pastoral
- Head of Primary
- Counsellor

Examples

- Serious disrespect
- Bullying
- Repeated defiance
- Persistent disruption
- Behaviour not improving despite Report Card
- Serious misuse of school property

Staff Script

"We want to help you succeed. Today we will begin a Behaviour Support Plan so that we can work together with your family."

Recording

- SIMS
- Behaviour Support Plan
- Behaviour Contract if required
- Daily monitoring – Green Report card

Parent Contact

- Formal meeting with parents.
- Targets agreed.
- Review date set.

Next Step

Internal Suspension if behaviour remains unchanged.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



Level 6 – Internal Suspension

Purpose

To remove the student temporarily from the learning environment while maintaining access to education and allowing time for reflection, regulation and restoration.

Who Manages It?

- DHOP Pastoral
- Head of Primary
- SLT

Examples

- Physical aggression
- Serious bullying
- Racist or discriminatory language
- Threatening behaviour
- Significant damage to property
- Persistent serious misconduct
- Impacting the learning and progress of others

Staff Script

"Your behaviour today has seriously affected the safety and learning of others. You will complete your learning in Internal Suspension while we investigate and support you in making better choices."

Recording

- SIMS
- Parent meeting
- Incident report
- Investigation completed
- Behaviour Contract reviewed

Parent Contact

- Immediate telephone call.
- Formal meeting.
- Reintegration meeting before return.

Next Step

External Suspension if necessary.

Level 7 – External Suspension / Permanent Exclusion

Purpose

To protect the safety and wellbeing of the school community where behaviour is extremely serious or where previous interventions have not resulted in improvement.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



Who Manages It?

- Head of Primary
- Deputy Principal
- Principal

Examples

- Serious assault
- Possession of prohibited items
- Serious bullying
- Racist abuse
- Sexual misconduct
- Illegal substances
- Persistent dangerous behaviour
- Behaviour presenting significant risk

Staff Script

Handled by SLT.

Recording

- Full SIMS record.
- Investigation.
- Witness statements.
- Parent meeting.
- Ministry documentation if required.

Parent Contact

- Immediate.
- Formal meeting.
- Written confirmation.

Next Step

- Reintegration Meeting
- Behaviour Contract
- Final Warning
- Permanent Exclusion or Non-Renewal where appropriate.

10. Partnership with Parents

At Newton International Academy Lusail, we recognise that strong partnerships between home and school play a vital role in promoting positive behaviour and supporting every student's personal, social and emotional development. Open, honest and respectful communication helps ensure that behaviour concerns are addressed promptly and that students receive consistent support both at school and at home.



Parents will be informed of behaviour concerns in a timely and appropriate manner. Communication will always aim to build positive relationships, celebrate success and work collaboratively to support improvement where required.

The method of communication will depend on the nature and frequency of the behaviour and may include:

- Informal conversations at the beginning or end of the school day.
- Telephone calls.
- Email communication.
- Messages through approved school communication platforms.
- Formal parent meetings involving the Class Teacher, Year Leader or Senior Leadership Team.
- Behaviour review meetings where ongoing support is required.

Where behaviour concerns become persistent or more serious, parents will be invited to work collaboratively with the school to develop appropriate support strategies, which may include a Green Behaviour Report Card, Behaviour Support Plan or Behaviour Contract.

Parents will also be informed when students consistently demonstrate positive behaviour, significant improvement or outstanding contributions to the school community. Recognising success and celebrating positive behaviour is an important part of strengthening the partnership between home and school.

11. Behaviour Monitoring

Behaviour monitoring provides structured support for students who require additional guidance beyond everyday classroom strategies. It enables staff to identify behaviour patterns, implement appropriate interventions and work collaboratively with students and parents to achieve sustained behaviour improvement. The level of intervention will always be proportionate to the student's individual needs and will be reviewed regularly to ensure that support remains effective.

Behaviour Monitoring Pathway

Behaviour monitoring may include one or more of the following interventions:





➤ **Green Behaviour Report Card**

Purpose

To monitor behaviour over a short period while providing students with regular feedback and encouragement.

When Used

- Repeated Level 3 or Level 4 behaviours.
- Following concerns raised by staff.
- Following parent meetings where additional monitoring is agreed.

Managed By

- Class Teacher
- Team Leader

Review

Usually reviewed weekly.

Possible outcomes:

- Monitoring ends.
- Monitoring continues.
- Escalation to a Behaviour Support Plan.

➤ **Behaviour Contract**

Purpose

To establish clear behaviour expectations agreed between the student, parents and school.

When Used

- Persistent behaviour concerns.
- Following repeated behaviour interventions.
- Following serious incidents where appropriate.

Managed By

Team Leader / Deputy Head Pastoral

Review

Reviewed regularly with parents and the student.

➤ **Behaviour Support Plan**

Purpose

To provide personalised behaviour strategies, targets and support for students requiring ongoing intervention.

When Used

- Behaviour does not improve despite previous interventions.
- Behaviour significantly affects learning or wellbeing.

Managed By

- Head of Primary
- Inclusion Team



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



- Counsellor (where appropriate)

Review

Formal review every 2–4 weeks or as required.

➤ SIMS Recording

Behaviour incidents should be recorded accurately on SIMS in accordance with the school's Behaviour Response Framework.

Recording enables staff to:

- Identify behaviour patterns.
- Monitor interventions.
- Inform future decisions.
- Ensure consistency.
- Support communication with parents.

Only factual, objective information should be recorded.

➤ Parent Meetings

Parents play an essential role in supporting positive behaviour.

Formal meetings may be arranged to:

- Discuss behaviour concerns.
- Review behaviour targets.
- Agree support strategies.
- Review Behaviour Contracts.
- Review Behaviour Support Plans.
- Celebrate improvements.

The purpose of meetings is to work collaboratively to achieve positive outcomes for the student.

➤ Review of Behaviour Support

All behaviour interventions should be reviewed regularly to determine their effectiveness.

During review meetings staff should consider:

- Has behaviour improved?
- Have targets been achieved?
- Does support need adjusting?
- Is further intervention required?
- Can monitoring now be reduced?

Where appropriate, students should be recognised for improvements and provided with opportunities for a positive fresh start.



12. Serious Behaviour

Purpose

At Newton International Academy Lusail, the safety and wellbeing of all members of the school community are paramount. While most behaviour concerns are successfully addressed through positive relationships, restorative practice and the Behaviour Response Framework, some incidents require an immediate and more significant response.

Serious behaviour will always be managed fairly, consistently and in accordance with Ministry requirements, Newton Group procedures and the school's safeguarding responsibilities.

All serious incidents will be investigated thoroughly before decisions are made.

Investigation Procedures

Where a serious incident occurs, staff will:

- Ensure the immediate safety of all students and staff.
- Inform the Head of Primary or a member of the Senior Leadership Team immediately.
- Investigate the incident promptly and fairly.
- Obtain written statements from students and staff where appropriate.
- Review CCTV footage where available.
- Consider the age, needs and circumstances of the student(s) involved.
- Record the incident accurately on SIMS.
- Inform parents as soon as reasonably possible.
- Determine appropriate consequences and support.

All decisions will be based on the available evidence and made in accordance with the principles of fairness, proportionality and safeguarding.

Serious Behaviour

Examples of serious behaviour include, but are not limited to:

- Physical assault.
- Serious bullying or cyberbullying.
- Racist, discriminatory or prejudicial behaviour.
- Sexual harassment or sexual violence.
- Possession of prohibited or illegal items.
- Vandalism or deliberate damage to school property.
- Serious threats or intimidation.
- Repeated behaviour that places others at risk.
- Behaviour that seriously disrupts the safety or learning of others.

The examples above are not exhaustive. The Head of Primary and Senior Leadership Team will exercise professional judgement when determining the seriousness of an incident.



Internal Suspension

Internal suspension may be used where a student requires temporary removal from the normal learning environment while continuing to access education.

During an internal suspension:

- Appropriate learning will continue.
- The student will remain supervised at all times.
- A restorative meeting will take place before the student returns to class.
- Parents will be informed.
- Behaviour expectations and support strategies will be reviewed.

External Suspension

External suspension may be considered where:

- Behaviour presents a serious risk to others.
- Serious misconduct has occurred.
- Previous interventions have been unsuccessful.
- The incident warrants temporary removal from school.

External suspension will only be authorised by the Principal or delegated senior leader in accordance with Ministry regulations and Newton Group procedures.

Following any external suspension, a reintegration meeting will take place before the student returns to school.

Permanent Exclusion

Permanent exclusion will only be considered in exceptional circumstances where:

- The safety of others cannot be maintained.
- Behaviour constitutes a serious breach of school expectations.
- All appropriate interventions have been exhausted or the incident is of such severity that permanent exclusion is justified.

Any decision regarding permanent exclusion will follow Newton Group procedures and relevant Ministry guidance.

Reintegration Following Suspension

Following an internal or external suspension, students will participate in a reintegration meeting involving:

- The student.
- Parents or carers.
- The Head of Primary or designated senior leader.
- Relevant staff members where appropriate.

The purpose of the meeting is to:

- Review the incident.
- Restore relationships.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



- Agree future expectations.
- Identify support required.
- Ensure a successful return to learning.

Bullying

At Newton International Academy Lusail, bullying is not tolerated. All allegations of bullying will be investigated promptly, recorded appropriately and managed in accordance with the school's Anti-Bullying Policy and Behaviour Response Framework.

Bullying may include:

- Physical bullying
- Verbal bullying
- Social or relational bullying
- Cyberbullying
- Prejudicial or discriminatory bullying

Students will receive appropriate support, restorative opportunities (where appropriate), and clear consequences. Parents will be informed, and incidents will be monitored to ensure the behaviour does not continue.

Where serious behaviour raises safeguarding concerns, staff must follow the school's Safeguarding and Child Protection Policy immediately and inform the Designated Safeguarding Lead (DSL) without delay.

Monitoring and Evaluation

The implementation and effectiveness of this policy will be monitored regularly to ensure that expectations remain consistent across the school and that the policy continues to promote positive behaviour and successful learning.

Monitoring may include:

- Learning walks.
- Behaviour learning walks.
- Classroom observations.
- Behaviour data analysis through SIMS.
- Student voice.
- Parent feedback.
- Staff feedback.
- Behaviour audits.
- Review of behaviour interventions.
- Termly review by the Senior Leadership Team.



NEWTON INTERNATIONAL ACADEMY LUSAIL

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

An International community of learners striving for excellence and celebrating success



Behaviour data will be analysed to identify:

- Behaviour trends.
- Patterns across year groups.
- Individual student needs.
- Effectiveness of interventions.
- Areas requiring further staff support or training.

Findings from monitoring activities will inform future improvements to behaviour systems, staff development and policy review.

15. Staff Induction and Training

Staff Induction and Training

All staff are responsible for implementing this policy consistently.

To support this, the school will provide:

- Behaviour for Learning training for all new staff.
- Annual refresher training.
- Restorative Practice training.
- SIMS behaviour recording training.
- Ongoing coaching and professional development where required.

The Senior Leadership Team will monitor consistency and provide support to ensure that all staff understand and confidently implement the Behaviour Response Framework.