

# NEWTON INTERNATIONAL ACADEMY

## SMASH



## PRIMARY BEHAVIOUR POLICY

**POLICY REVIEWED**

July 2025

**POLICY TO BE REVIEWED**

July 2026





# **Newton International Academy SMASH**

## **Primary Behaviour Policy**

**Updated July 2025  
Review July 2026**

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

## **The Behaviour Policy reflects the Mission and Vision of the school.**

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

At NIA we believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour. We also aim to be proactive when dealing with behaviour whilst promoting our Values of: ***Respect, Honesty, Transparent Communication, Empathy, Support, Diversity, Social Responsibility, Personal Accountability and Environmental Awareness.***

The Primary Behaviour and Discipline Policy must be read in conjunction with ***Academic and Pastoral Intervention and Support Policy, the Primary Reward Policy and the Anti-Bullying Policy.***

We aim to develop the following Attitudes and Attributes in our students:

<i>Achieve ACADEMIC EXCELLENCE</i>	<i>Enjoy CREATIVE DIVERSITY</i>	<i>Develop CRITICAL THINKING SKILLS</i>	<i>Become LIFELONG LEARNERS</i>	<i>Be RESPONSIBLE CITIZENS</i>
<i>Ambitious Knowledgeable Perceptive Skillful</i>	<i>Adventurous Creative Curious</i>	<i>Analytical Open-minded Reflective</i>	<i>Determined Proactive Resilient Versatile</i>	<i>Collaborative Empathetic Honest Respectful</i>

These VAAs have been derived from our Vision and Mission and are embedded in our lessons, routines, approaches to behaviour concerns and when celebrating success.

### **Aims:**

- To ensure that every member of the school community feels valued and respected
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place
- To promote our Values, Attitudes and Attributes
- To foster resilience in our students to enable them to develop 21<sup>st</sup> Century skills - collaboration, communication, critical thinking and creativity
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others
- To help students grow in a safe, happy and secure environment and become positive, responsible and independent members of the community
- To reward good behaviour and provide encouragement and stimulation to all students
- To treat all students fairly and apply this policy in a consistent way
- To ensure that students are aware of the school rules and consequences for failure to adhere to these rules
- To ensure each class has their own set of classroom rules, that is enforced by the teachers and followed by the students.

## **Implementation through a positive approach**

An effective behaviour management policy is one that seeks to lead students towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour.

It is important that students are familiar with school values and three school rules:

- Be Ready to Learn.
- Be Safe
- Be Respectful

In this context, students will be rewarded for good behaviour (*see Reward Policy*). Our aim is to reinforce good behaviour at every opportunity and to help our students feel good about themselves.

We will use a positive system of rewards, which will include:

- Verbal praise
- Positive comments in exercise books and positive feedback on class and homework
- Use of special award certificates within class
- Special mention/awards in class or in assembly
- Achievement certificates in weekly/monthly assemblies for academic achievement, effort, teamwork, service and duty around the school
- Award of certificates at the annual End of Year Prize Giving Ceremony
- Participation certificates for participating in ECAs and whole school events
- Demonstration of good work in class, corridors and in the school reception area
- Special mention in the termly Primary School newsletters and/or in the Primary School Newspaper, Newton News
- House Points awarded and celebrated at weekly assemblies
- Table Points and positive messages sent home
- Awarding of prefect badges for School Prefects, School Council badges, Ambassador Badges
- Medals and trophies awarded for sporting achievements and winning teams on Sports days
- Informal referral to Principal, Deputy Principal, Head of Primary, Deputy Head of Primary and Team Leaders
- Principal emails home

## **Positive Behaviour Management in EYFS 1 to Year 2**

We understand that very young children need positive role models and if a child is not behaving according to our behavioural expectations the staff will:

1. Praise the behaviour of the children around the child to highlight what the child needs to do to meet expectations.
2. If the child does not respond, then the member of staff will remind the child how they need to behave.
3. If there is still no change in the child's behaviour the members of staff will give the child a warning that they will need to have some time to think about the choices, they are making with regards to their behaviour.

4. Following a warning if there is still no change in the child's behaviour, the child will have '**thinking time**' with the member of staff. The adult will speak to the child about what they are doing wrong and how they can make good choices and observe their peers making good choices before allowing them to return to what they are doing.

By the end of Year 2 we expect the children to be able to:

- Listen to others and take turns in conversation.
- Share toys, equipment, and resources.
- Manage their emotions in an age-appropriate way.
- Move around the classroom and school appropriately.
- Behave respectfully towards others (adults/peers) according to their age.

## **Positive Behaviour Management in Years 3 - 6**

In Years 3 - 6 the children are encouraged to take increasing responsibility for their behaviour.

If children do not abide by the VAAs while onsite at school, an adult will speak to them about what they are doing wrong and remind them how they should behave. Staff will use the Primary Sanctions process if the incident is more serious. Please refer to the *Primary Sanctions Guideline* for more information.

### **The Role of the Teachers:**

Teachers have an important responsibility to model high standards of behaviour, both in their dealings with students and with each other, as their example has an important influence. It is the responsibility of all staff to ensure that the school rules are enforced throughout the school both in and out of class

All staff have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.

- All staff enforce behaviour expectations consistently, treating each child fairly, with respect and understanding
- To promote, through example, our Values, Attitudes and Attributes
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding the needs of others
- Show appreciation of the efforts and contribution of all pupils
- To complete and share incident reports in a timely manner
- To complete detailed weekly Pastoral Notes for their class/classes in a timely manner
- To communicate with their Team Leader and SMT to ensure behaviour issues are dealt with promptly and consistently
- Ensure students are supervised at all times and follow supervision procedures as set out by the Senior Management Team and Team Leaders
- To use the Primary Reward Policy consistently to encourage positive behaviour
- To celebrate success with class and Year Group displays.

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All teachers are responsible for reporting incidents in and around school. If in doubt they can refer to the Head of Primary and Deputy Head of Primary. No student will be withdrawn from the curriculum as a form of punishment unless they are a danger to themselves and/or others.

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is important that they support their children's learning and cooperate with the school. We are conscious of the importance of having strong links with parents and good communication between home and school. We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the Class Teacher, Team Leaders, Deputy Head of Primary and finally the Head of Primary. We expect parents, carers and visitors to adhere to the ***Code of Conduct for Parents and Carers*** and ***NIA Parent Charter*** as set out in the Primary School Parent Handbook. If the school has to sanction a student, it is essential that the parents support the actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Team Leader and finally a member of the Senior Management Team.

### **The Role of the Students:**

- To work to the best of their abilities and to allow others to do the same
- To value and demonstrate our Values at all times
- To cooperate with children and adults in all aspects of school life
- To help formulate and comply with the classroom rules
- To comply with school rules
- To share in celebrating the achievements of all members of the school
- To wear the correct uniform with pride

### **School Rules**

- Be Ready to Learn.
- Be Safe
- Be Respectful

Staff members will consistently refer to the three school rules and will challenge any behaviour not meeting the required expectation. Individual classes will have their own class expectations.

### **Attendance and Punctuality (See Attendance Policy)**

Attendance is compulsory. Students who are absent without valid reasons will be given an unauthorised absence.

- Absence from school must be accompanied by a medical certificate and/ or where appropriate, a letter of explanation from parents
- All students must be punctual for school, lessons, assembly, ECAs and any school-organised activities

### **Conduct during Assembly**

- Students should proceed to and from the assembly in a quiet and orderly manner
- Students should pay close attention to announcements and not talk during the assembly

#### **Conduct in the Classroom – be 'Ready to Learn'**

- Students are encouraged to be attentive, cooperative and diligent in class
- Students are to adhere to the classroom rules as set out by their class and Class Teacher
- Students are to complete work assigned to the best of their ability and return work on time
- Students must keep the classroom neat, presentable and clean at all times
- No student should remain in the classroom or return to the classroom during break and before and after school hours, unless accompanied by a teacher
- Students are to ask for permission to leave the classroom e.g. going to the nurse or the toilet. Students are to take a 'pass' with them. These will be provided by the Class Teacher
- Students are to raise their hands to answer, ask a question or contribute to the lesson unless directed otherwise by the teacher. There should be no shouting out during lessons
- Students are expected to be responsible, respectful and well-mannered at all times in their classrooms
- Students are not permitted to use the phone, smart watch or any devices brought in from home

#### **Conduct on the Playground – be 'Safe'**

- Students are expected to be responsible, respectful and well-mannered at all times during break times
- Students are to play sensible games that everyone can enjoy
- Respect other people, their belongings, school equipment and the grounds
- Always walk when moving into, out of and around school
- Students are expected share school equipment
- Once the first whistle has gone for the end of break, students must stop immediately. After the second whistle students must walk to line up
- Students are not to retaliate if they have been hit
- Students must immediately report physical and verbal abuse to the teacher on duty

#### **Uniform (See *Uniform Policy*)**

- Students are to adhere to the responsibilities of wearing the correct school uniform as set out in the Student Uniform Policy
- Failure to adhere to the above-mentioned policy will result in consequences as set out in the policy
- Students not dressed in their correct uniform will not be allowed to participate on school outings/trips

#### **Mobile Phones and Smart Watches**

- Students in the Primary School are not permitted to sell products (homemade or bought) at school.
- Students in the Primary School are not permitted to carry mobile phones. They are to hand these to the teacher at the start of the day.
- Smart watches are not permitted.

Behaviour incidents are logged and reviewed weekly by the Team Leaders, Head of Primary and the Deputy Head of Primary (Pastoral). All major incidents will be carefully investigated, statements taken from students

and staff, CCTV will be referred to, and a proportionate and reasonable decision made based on the evidence.

## **Behaviour Sanctions Guidelines for Parents**

These guidelines are followed by all primary staff to ensure continuity of the language used by all teachers. The 3 stages (Stop and Think, Warning and Consequence) as shown below, are available on all staff desks in English and in Arabic. These guidelines are part of the NIA Smash Primary Behaviour Policy.

### **In class behaviour system:**

**STOP & THINK** - NAME, I do not like (behaviour). I am asking you to Stop and Think about how to change your behaviour.

**WARNING CARD** - NAME, I do not like (behaviour). I have asked you to Stop and Think about how to change your behaviour. Now I am giving you a Warning to change your behaviour.

**CONSEQUENCE CARD** - NAME, because you have chosen not to listen to the warning, there will now be a consequence for your actions. I will discuss this with you after the lesson.

	<b>Breach of school Expectations</b>	<b>Y3-6 appropriate Sanctions</b>	<b>Aim</b>
Level 1	<p>One off minor breach of expectations</p> <p>Pupil is unkind or disrespectful to another pupil or member of staff</p> <p>Pupil disregards another child's belongings</p> <p>Pupils' work below their normal standard</p> <p>Pupil has not handed in their homework</p> <p>Pupil has disrupted a lesson</p>	<p>STOP &amp; THINK verbal reminder and conversation with pupil.</p> <p>If verbal reminder is not listened to and the learning of others is negatively impacted then;</p>	<p>Pupil corrects their behaviour, without need for further reminders.</p>
		<p>WARNING CARD issued</p> <p>NAME, I do not like (behaviour). I have asked you to Stop and Think about how to change your behaviour. Now I am giving you a Warning to change your behaviour.</p>	<p>Pupil has a visual reminder of expected behaviour and corrects their behaviour.</p>
Level 2	<p>Multiple minor breaches of expectations over a week.</p> <p>Pupils' work is consistently below their normal standard and across various subjects</p> <p>Pupil is consistently unkind or disrespectful to other pupils or staff</p> <p>Pupil consistently disregards another child's belongings</p> <p>Pupil has disrupted multiple lessons</p>	<p>CONSEQUENCE issued stating the reason why</p> <p>Loss of break time - to reflect and discuss behaviour</p> <p>Apology letter if suitable</p> <p>Class Dojo message to parents or meeting with Parents requested</p>	<p>Pupil demonstrates an understanding of wrong doing.</p> <p>Pupil has time to reflect on their behaviour and discuss with their parents.</p>
		<p>More than one CONSEQUENCE cards issued in a week.</p> <p>Supervised break time with DHOP/DHOA</p> <p>Apology letter if suitable</p> <p>Targets set with DHOP/DHOA and discussed with pupil/parents.</p>	<p>Parents and school work together to support the pupil in correcting their behaviour.</p>

Level 3	<p>Sustained repeated level 2 breaches of expectation</p> <p>(Sustained refers to a pupil who continues to breach expectations despite level 2 interventions)</p>	<p>Time out of circulation (decision made in regards to individual pupil)</p> <p>Loss of privileges including attending ECAs or representing the school.</p> <p>2 Week report card (discussed with DHOP at the end of each week)</p> <p>Individual Behaviour Plan, reviewed with parents every 2 weeks.</p>	<p>Parents and school work together to support the pupil in correcting their behaviour.</p> <p>Pupil understands the severity of their actions and how they impact others.</p>
Level 4	Alleged serious breaches of school policy.	Internal isolation pending investigation or external suspension if deemed appropriate for safety of pupil or pupils	Pupil is made accountable for their actions
	Major breaches of the school policy.	Internal suspension and loss of privileges	Pupil is made accountable for their actions
Level 5	Substantiated allegation of a serious breach or a continuation of Level 4 behaviours	<p>External Exclusion</p> <p>In accordance with the school policy</p>	Pupil is made accountable for their actions

## إرشادات عقوبات السلوك لأولياء الأمور

يتم اتباع هذه الإرشادات من قبل جميع العاملين في المرحلة الابتدائية؛ لضمان استمرارية اللغة المستخدمة من قبل جميع المعلمين. تتوفر المراحل الثلاث (التوقف والتفكير، الإنذار، والعقاب) كما هو موضح أدناه في جميع مكاتب الموظفين، باللغتين الإنجليزية والعربية. تشكل هذه الإرشادات جزءاً من سياسة السلوك الأساسي لـ **NIA** **Smash**.

- توقف وفكّر** – اسم الطالب : لم يعجبني (سلوكك كذا). أطلب منك الآن التوقف والتفكير في كيفية تغيير سلوكك. أتوقع منك أن (تفعل كذا وكذا).
- بطاقة الإنذار** – الاسم : لا يعجبني أن تفعل كذا. طلبت منك التوقف والتفكير في كيفية حل هذا السلوك. الآن أعطيك إنذاراً للتغيير سلوكك. أتوقع منك (كذا وكذا).
- بطاقة العقاب** – الاسم : لأنك اخترت عدم الاستماع إلى التبيهات، سيكون هناك عقاب لتصريفك. سأناقش ذلك معك بعد الحصة.

الهدف	6-7 العقوبات المناسبة	خرق قواعد المدرسة	
يصحح التلميذ سلوكه دون الحاجة إلى المزيد من التذكيرات.	توقف وفكّر: تذكير شفهي وحديث مع الطالب. إن لم يستمع الطالب إلى التحذير الشفاهي؛ وتأثر تعلم الطلاب الآخرين سلباً.	خرق بسيط للتوقعات لمرة واحدة: - التلميذ غير لطيف، أو لا يبدي احتراماً تجاه تلميذ آخر أو أحد أعضاء فريق العمل. - يتجاهل الطالب متعلقات طفل آخر. - يعمل الطالب دون المستوى العادي. - لم يسلم الطالب واجباته المدرسية. - أعاق الطالب درساً.	المستوى 1
يُذكّر الطالب بالسلوك المتوقع تذكيراً مرئياً ويصحح سلوكه.	بطاقة الإنذار: إعطاؤه بطاقة التحذير. اسم الطالب: لم يعجبني (سلوكك كذا). أطلب منك الآن التوقف والتفكير في كيفية تغيير سلوكك. أتوقع منك أن (تفعل كذا وكذا).		

المستوى 2	عدة خروقات بسيطة للتوقعات على مدار أسبوع:	إصدار بطاقة عقاب:	يوضح الطالب فهمه للخطأ. لدى الطالب الوقت للتفكير في سلوكه ومناقشته مع والديه.
	- يعمل الطالب باستمرار دون المستوى العادي في مختلف المواد. - يتسم الطالب بعدم اللطف أو عدم	- عدم أخذ وقت الاستراحة؛ للتفكير في السلوك ومناقشته. - كتابة خطاب اعتذار إذا كان ذلك مناسباً. - إرسال رسالة لأولياء الأمور عبر <i>Class Dojo</i> أو طلب اجتماع معهم.	

<p>يُعمل الآباء والمدرسة معاً لمساعدة الطالب على تصحيح سلوكه.</p>	<p>إصدار أكثر من بطاقة عقاب في الأسبوع:  - يقضي الطالب استراحته تحت الإشراف مع DHOA / DHOP  - خطاب اعتذار إذا كان ذلك مناسباً.  - تحديد الأهداف مع DHOA / DHOP ومناقشتها مع الطلاب/ أولياء الأمور.</p>	<p>احترام التلاميذ أو الموظفين الآخرين.  - يتجاهل الطالب باستمرار متعلقات طفل آخر.  - يعيق التلميذ دروساً متعددة.</p>
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<p>يُعمل أولياء الأمور والمدرسة معاً لمساعدة الطالب على تصحيح سلوكه.  يفهم الطالب خطورة أفعاله وكيف تؤثر على الآخرين.</p>	<p>قضاء الوقت بمعزل عن بقية الطلاب (قرار متخذ تجاه تلميذ بعينه):  - فقدان الامتيازات، بما في ذلك حضور الأنشطة اللامنهجية (ECAs) أو تمثيل المدرسة.  - بطاقة تقرير لمدة أسبوعين (تُناقش مع DHOP في نهاية كل أسبوع).  - خطة السلوك الفردية، تتم مراجعتها مع الوالدين كل أسبوعين.</p>	<p>استمرار مخالفات التوقعات الواردة في المستوى 2. (الاستمرار يشير إلى أن التلميذ يستمر في خرق التوقعات على الرغم من تدخلات وإجراءات المستوى 2).</p>	<p>المستوى 3</p>
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<p>يُحاسب الطالب على أفعاله.</p>	<p>العزل الداخلي؛ في انتظار التحقيق أو الفصل؛ إذا اعتبر ذلك مناسباً لسلامة الطالب نفسه أو بقية الطلاب.</p>	<p>الانتهاكات الجادة المزعومة لسياسة المدرسة.</p>	<p>المستوى 4</p>
<p>يُحاسب الطالب على أفعاله.</p>	<p>الفصل الداخلي، وفقدان الامتيازات.</p>	<p>المخالفات الجسيمة لسياسة المدرسة.</p>	

<p>يُحاسب الطالب على أفعاله.</p>	<p>الاستبعاد الخارجي، وفق سياسة المدرسة.</p>	<p>الادعاء المؤقق بخرق خطير للقوانين السلوكية، أو استمرار سلوكيات المستوى 4.</p>	<p>المستوى 5</p>
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