



Newton International Academy, Barwa

Behaviour Policy (Primary)

*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 Behaviour Policy is to create a safe, inclusive, and respectful learning environment that supports the academic, social, and emotional development of all students. The policy promotes a consistent and fair approach to behaviour management that reflects the school’s commitment to excellence, respect, and personal accountability.

Rationale

This policy provides clear expectations and consequences to ensure consistency across the school. It supports students in developing the self-discipline, motivation, and resilience needed to become lifelong learners and responsible global citizens.

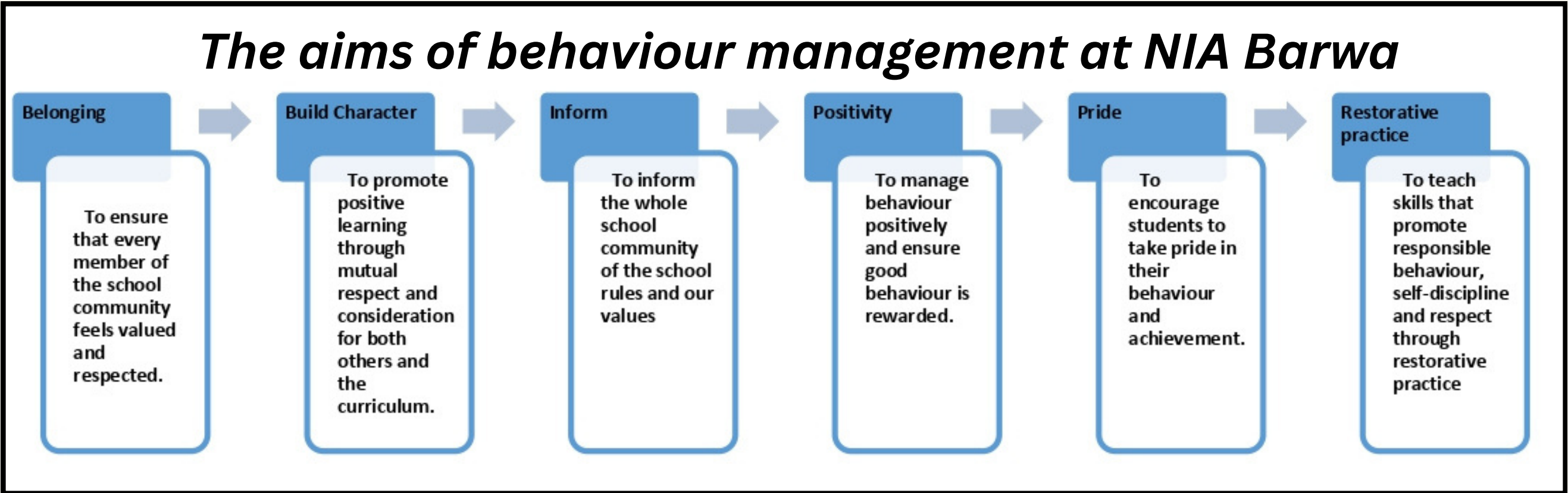
At NIA we believe that behaviour is a form of communication, and we are committed to understanding its underlying causes while helping each child to reflect, restore, and grow.

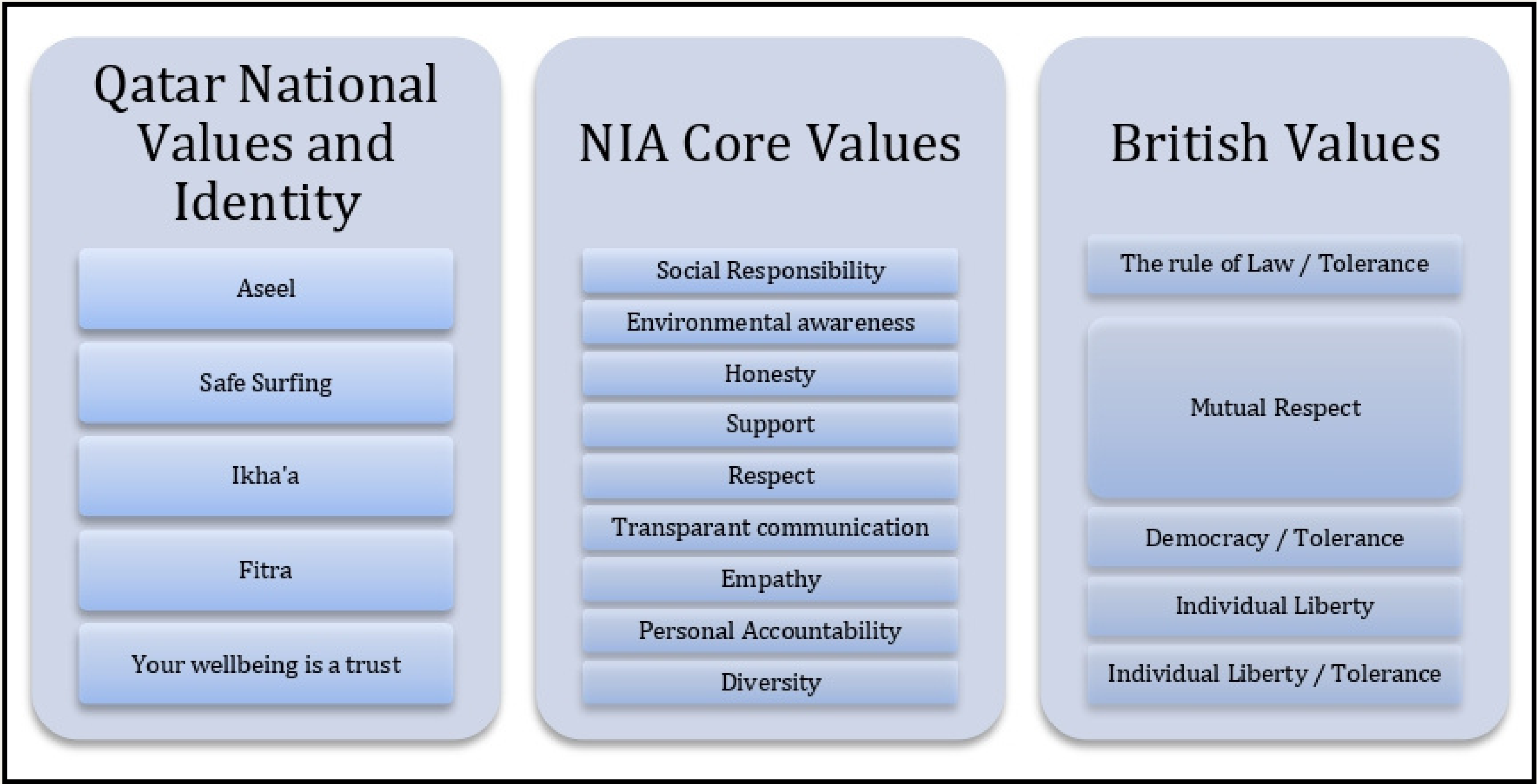


Our Objectives:

- To provide a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.
- To promote high standards of behaviour and an atmosphere where all members of the school community feel valued.
- To develop, nurture and value strong and healthy relationships, recognising these as lifelong skills.
- Ensure an environment in which the students feel safe, secure and respected, and in which effective learning can take place.
- To provide staff with tools to equip students with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To develop intercultural understanding by recognising and celebrating the ethnic, religious, cultural and linguistic diversity of our school community and promoting these aspects as positive features; develop equality of opportunity and a sense of fairness.
- To help students take control over their behaviour and be responsible for any subsequent consequences.
- To ensure that excellent behaviour is a minimum expectation for all.

As a British School Overseas in Qatar we have a specific set of core values at the centre of everything we do. These values are:





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 Primary, 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 (e.g., recognition board, house points) 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.

The following conduct is expected from students:

Conduct in the Classroom:

- Students are expected 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 – class rules will be reviewed termly
- Students are to complete all work assigned 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. There should be no shouting out during lesson
- Students are expected to be responsible, respectful and well-mannered at all times in their classrooms

Conduct on the Playground:

- 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



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 as per the signed code of conduct (see Appendix 3)
- 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 and mobile phones

- Parents are to adhere to the responsibilities of their child wearing the correct school uniform which is set out (see Appendix 4) in line with MoE guidance
- Students not dressed in their correct uniform will not be allowed to participate on school outings/trips
- 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. Year 5 and 6 students will hand their phones to the class teacher at the start of the day and will receive them back at the end of the school day. Smart watches are also not permitted.

Safeguarding and Child Protection

Staff must be alert to behaviour that may indicate safeguarding concerns, and refer such concerns to the Designated Safeguarding Lead in line with the school’s Safeguarding and Child Protection Policy.



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**

All adults within NIA Primary are actively looking out for students who are displaying the school values and exceeding expectations. We have a range of ways in which students will be recognised and rewarded for their positive contributions to the school community.

These will form part of our progressive reward system, which ensures that students feel valued, motivated, and encouraged to strive for excellence and include the following.

- Verbal praise
- Celebrating Success - between classes, display, assembly, School Newsletter, Dojo Story, Recognition Boards
- House Points (on Class Dojo) - these are given to students based on their display of positive behaviour. These can be used to exchange for weekly rewards, and the house with the most points each term will receive a celebration day.
- Specialist cup every 6 weeks.
- Award Certificates: Star of the Week, Bee of the week, Bronze, Silver, Gold, Platinum and GEM Behaviour Certificates, Specialist certificates and End of Year Celebration Day (Prize Giving) Medals and/or Certificates.
- Attendance award - awarded to the class with the best attendance Attendance GEMs (99/100% attendees are awarded termly).

Class reward system:

As part of the Class Dojo exchange - students in the class work together and exchange Dojo points for rewards (see Appendix 5):

- Non school uniform day - 1500 House Points
- 30 Minutes extra play - 1000 House Points
- Movie afternoon - 1700 House Points
- Golden Time - 1200 House Points
- IPAD afternoon - 1200 House Points
- Buddy up day - 1200 House Points

Individual reward system:

(see Appendix 6)

- Bronze award: 250 house points
- Silver award: 500 house points
- Gold award: 750 house points
- Platinum award: 1000 house points
- GEM award and badge: 1250 house points



Specialist Cup:

Specialist staff have their own Dojo point system where the specialist class per year group is announced weekly in the assembly. The specialist cup is awarded every 6 weeks to one class in KS 1 and one class in KS2 as recognition for excellent behaviour during specialist lessons.

Head of Primary Award:

The Head of Primary award recognises exceptional behaviour, attitude, kindness or achievements that surpass our everyday recognition of student success. These awards include behaviour GEM awards and academic excellence or merit certificates.

Our ultimate aim is to reinforce good behaviour at every opportunity and to help our students feel good about themselves.

A restorative approach:

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

At NIA 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.”*

Reflective Behaviour Log:

To support students in reflecting on their behaviour, they will complete a reflection sheet (see Appendix 7 and 8) after incidents. These sheets are stored in the classroom ‘assessment file’ to help identify patterns, support interventions, and promote self-awareness. The reflection process aligns with the school’s emotional check-in system, ensuring that students feel supported while being held accountable for their actions.

Managing misbehaviour:

While restorative practice encourages reflection and personal growth, consequences may still be applied where appropriate. Structured interventions, such as detentions, may be used in conjunction with restorative meetings to reinforce expectations and provide students with an opportunity to take responsibility for their actions in a meaningful way. These approaches ensure that behaviour management remains fair, consistent, and focused on long-term improvement.

Behaviour incidents of all levels (minor and major - see Appendix 9) will be logged on RenWeb. A report will be run on RenWeb by the Deputy Head of Primary (Pastoral) and reviewed weekly by Team Leaders. All major incidents will be carefully investigated, with statements taken from students and staff, CCTV reviewed where applicable, and a proportionate and reasonable decision made based on the evidence at hand. Witness statements will also be collected to ensure a fair and thorough resolution.

Recording of Behaviour Incidents and Sanctions:

All behaviour incidents and sanctions are recorded on RenWeb. RenWeb serves as the school's central behaviour and sanctions register, providing a record of incidents, actions taken and sanctions imposed. Behaviour records are monitored regularly by the Deputy Head of Primary (Pastoral) and reviewed by relevant members of the leadership team.

Classification of misbehaviour and consequences (see Appendix 10 & 11)

Minor Misbehaviour Incidents:

These behaviours disrupt learning or the school environment but do not pose a serious risk to safety or well - being.

Examples of Minor Incidents of Misbehaviour:

- Running/noisy in the corridors
- Misbehaving in the canteen or communal areas
- Distracting others during lessons
- Shouting out in class
- Forgetting PE kit or school stationery
- Not completing homework
- Wearing incorrect uniform
- Rough play at break time

Consequences for Minor Incidents of Misbehaviour (see Appendix 10):

- Verbal Reminder: The teacher addresses the behaviour with a restorative conversation.
- Demerits Assigned: Logged on RenWeb for tracking.
- Reflection Time: The student reflects in a designated area to consider their behaviour.

If minor incidents persist or escalate, they may lead to detentions supervised by MMT for Reflection, Regulation and Restoration (R,R&R) time as a first consequence for Major Misbehaviour.

Examples of Major Incidents of Misbehaviour requiring serious interventions:

- Major bullying
- Possession of prohibited items
- Stealing school or personal property
- Racism
- Physical aggression towards staff
- Violent physical behaviour causing injury

(For an overview of consequences for Major Incidents of Misbehaviour see (see Appendix 11):

Consequences for Major Incidents of Misbehaviour requiring serious interventions:

- Internal Suspension (RR & R Session): The student is removed from class for one or more days under supervision, completing assigned work.
 - Senior Leadership Involvement: Deputy Head (Pastoral) or Head of Primary directly oversees intervention.
 - A letter shared is with parents and the implementation of a Red Behaviour Report Card
- If the behaviour remains unresolved or escalates, external exclusion may be considered.

If major incidents persist or escalate, they may lead to serious interventions that require internal or external exclusion from lessons for Reflection, Regulation and Restoration (RR & R) time. These behaviours pose a significant risk to safety, well-being, or the school environment.



Major Incidents of Misbehaviour requiring very serious interventions:

These behaviours significantly endanger others or cause serious harm to the school community.

Examples of Major Incidents of Misbehaviour requiring very serious interventions:

- Repeated or extreme acts of bullying, racism, or violence
- Possession of illegal substances or weapons
- Serious theft
- Sexual misconduct or assault
- Bringing the school into disrepute
- Deliberate disruption of the schools operations

Consequences for Major Incidents of Misbehaviour requiring very serious interventions:

- Urgent Meeting with Parents: Immediate parental involvement on the same day of the incident.
 - External Exclusion: A fixed - term suspension (1–5 days) while an investigation and risk assessment take place.
 - Post - Suspension Meeting: Parents and students meet with the Head of Primary to discuss re-entry conditions and future expectations.
- If the behaviour remains unresolved or poses a continued risk, permanent exclusion may be necessary.

Major Incidents of Misbehaviour requiring extreme interventions:

If behaviour is deemed extremely serious or if previous interventions have not resulted in improvement, the student may be permanently excluded from NIA Barwa.

- Permanent exclusion is only issued by the Group CEO following a full review of the case.
- The school may involve external authorities, such as the police, if the behaviour requires legal intervention.

Behaviour Report Cards:

Students who struggle with behaviour expectations may be placed on a Behaviour Report Card to support students by focusing them on three individual behaviour targets for structured monitoring and feedback:

- Green Report Card: Leading to a daily check by the Team Leader and a fortnightly review meeting with parents by the Class Teacher and Team Leader. A Green Report Card will be issued when a student receives 8 demerits within a half term or when repeated behaviour concerns indicate the need for structured monitoring. The Green Report Card will run for two weeks and will be reviewed at the end of this period.
- Yellow Report Card: 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.
- Red Report Card: 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.
- Specialist Behaviour Card: Used for students who require behaviour support specifically in specialist lessons.

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 12), 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.

Behaviour Contract

At NIA, the Behaviour Contract (see Appendix 13), is implemented after a student's fourth major incident as a final measure to encourage positive behaviour change. Parents will be invited to a meeting with the principal to discuss the contract, which clearly outlines expectations, consequences, and the support available to help the student improve. Alongside the contract, a formal warning will be issued, stating that continued misbehaviour may impact the student's enrolment. This contract serves as a structured commitment from the student, parents, and school to work together in fostering a positive and respectful learning environment.

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 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.

Handling Incidents of Major Misbehaviour requiring serious, very serious or extreme intervention:

- Immediate Response: Ensure safety and separate individuals involved.
- Investigation: Led by SLT, with witness statements and evidence collection.
- Parent Communication: Handled promptly by SLT via phone and face-to-face meetings.
- Follow-Up & Recovery: Behaviour support plan implemented if needed.
- Incident Closure: Reviewed by SLT to improve future responses and maintain school safety.

Unacceptable management of misbehaviour:

- Corporal (physical) punishment may not be used at any time.
- It is against the law to strike a child. Staff may not humiliate students and should avoid shouting at students.
- They should also discourage students from shouting, so that everyone shows respect and fosters high quality relationships, both between staff and students and between students and their peers.
- Class-wide punishments should be avoided.
- The behaviour of Individuals should be addressed, rather than treating all students - some of whom may not have been involved - in the same way.
- The school’s behaviour policy will comply with the Ministry of Education and Higher Education’s behavioural control requirements.

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.

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.

Escalation and Parental Complaints

If parents wish to challenge or seek clarification about a behaviour decision, they should follow the school’s Parent Complaints Policy. All concerns will be addressed in a timely and transparent manner.



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 gigh 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.

Inclusive Practice for AESN and EAL Students

Inclusive Practice and Reasonable Adjustments for AES

The school recognises that students with Additional Educational Support Needs (AESN/SEND) or English as an Additional Language (EAL) may express their needs through behaviour. Reasonable adjustments will be made to behaviour expectations, strategies, interventions and sanctions where appropriate, taking account of a student's individual needs and circumstances. Adjustments will be made in consultation with the SEN/AESN team and relevant staff to ensure that behaviour management remains fair, proportionate, inclusive and supportive, while maintaining high expectations for all students.



A House System: Building Team Spirit, Collaboration, and Character:

The House System at NIA Barwa (Bell, Curie, Edison, and Wright) promotes team spirit, collaboration, determination, and motivation. Students develop a sense of belonging and responsibility as they strive for excellence within their houses. This structure develops friendly competition, builds resilience, and encourages students to support one another in achieving shared goals.

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:

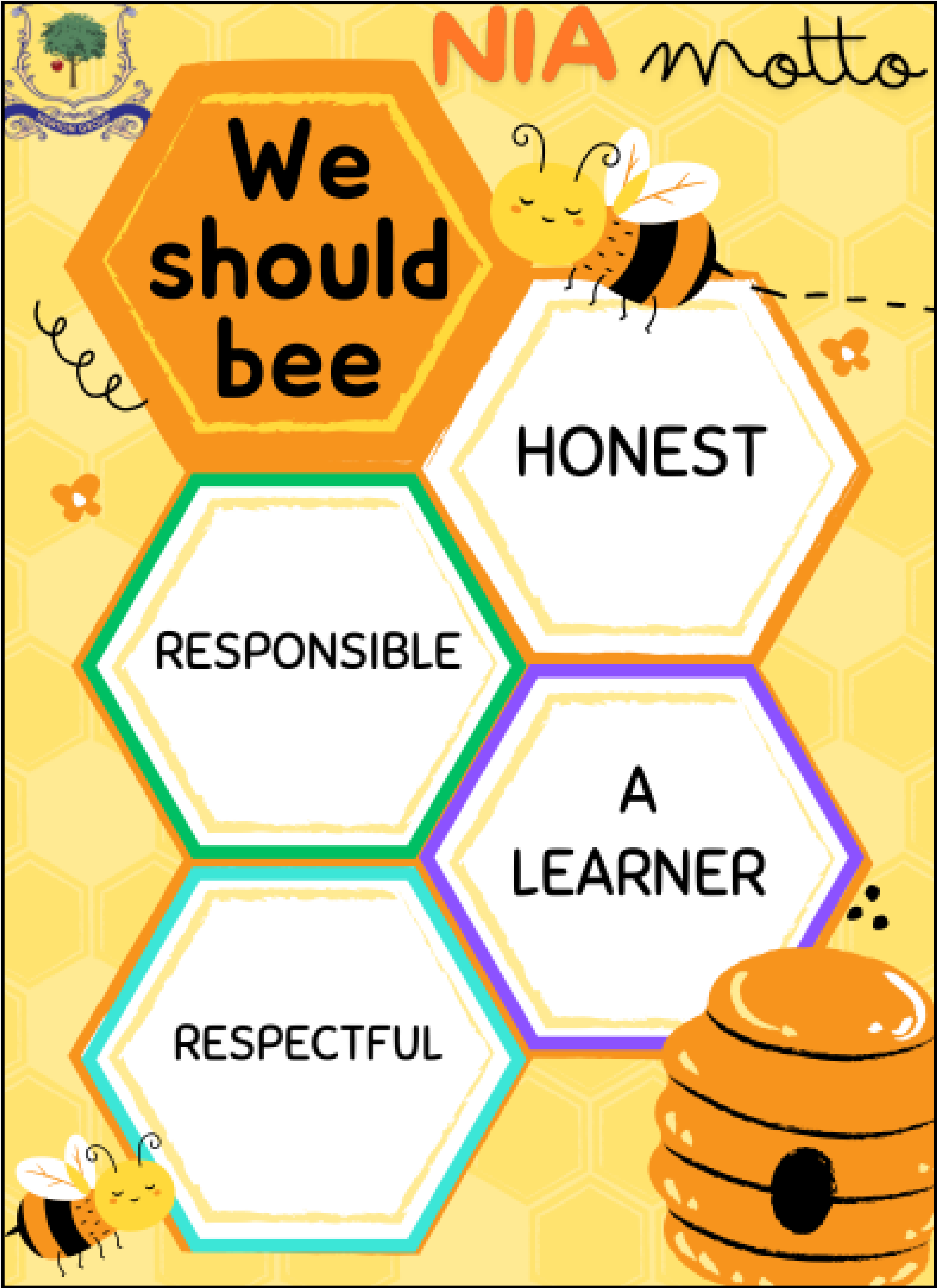
The impact of this policy is measured through:

- Behaviour data analysis: Regular review of RenWeb logs by the 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.

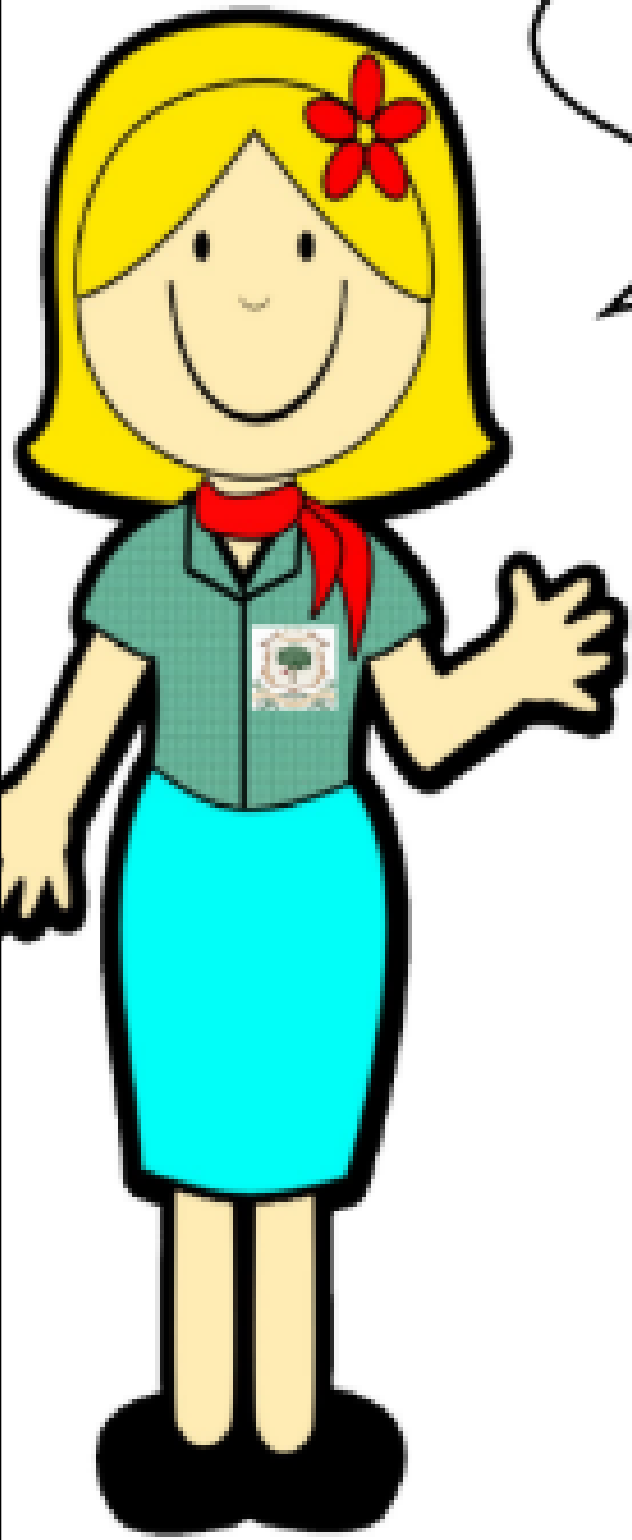
Through these measures, we continually refine our approach, ensuring that NIA Barwa remains a place where outstanding behaviour for learning is the norm and where every student is supported in their personal and academic growth.



Appendix 1 - The NIA Barwa School Motto



Active Supervision with a Smile



Calm voice
Positive comments

- S- Scan
- M- Move
- I - Interact
- L- Learn
- E- Encourage



Primacy

Be there first...

Be seen...

Take the lead...

Appendix 3 - Code of Conduct Letter



An International community of learners striving for excellence and celebrating success

31 August 2025

Primary Code of Conduct

Dear Parents and Guardians,

At NIA Barwa, we are committed to creating a safe, respectful, and inclusive learning environment for all students. To support this, we want to establish clear expectations for behaviour, reinforce our school values, and nurture a positive attitude towards learning.

Our Code of Conduct is rooted in the values of respect, personal accountability, kindness, and honesty. By upholding these principles, we aim to ensure that every child can thrive academically, socially, and emotionally.

We also value our strong partnership with parents and recognise the important role you play in supporting your child’s growth.

Behaviour Expectations for Students

Students are expected to:

- Show respect to all members of the school community.
- Follow instructions from adults promptly and politely.
- Care for school property and the belongings of others.
- Speak and act kindly, avoiding hurtful behaviour or language.
- Take responsibility for their actions and make amends when mistakes are made.

Photo/media waiver

I agree/disagree that my child’s photograph could be displayed on the school website, in a newsletter and school’s promotional material. (All students will be photographed for our internal teaching purposes, however these photos will not be published or used outside of classes)

Parent’s signature: _____

I (Student name) in class at NIA understand that I am obliged to follow the School rules relating to behaviour and conduct. I understand and accept that if I fail to follow the rules of behaviour and Conduct, appropriate disciplinary action and sanctions will be applied.

Parents are strongly encouraged to attend all relevant parents meetings and to be in regular contact with their child’s teachers. In case, that parents cannot attend a set parents meeting, we would like you to schedule additional meetings with your child’s teacher where possible. The preferred means of communication in case of behaviour problems is Dojo.

If a student becomes involved in a serious fight during the school day on the school premises, the student will be internally or externally suspended from lessons. Parents/guardians will be informed immediately after the incident.

By working together, we can uphold these standards and ensure that our school remains a positive, supportive, and inspiring environment for all learners.

By signing below, I agree to abide by the terms and conditions outlined in this NIA Code of Conduct.

[Parent’s Signature] _____ [Student’s Signature] _____

[Date] _____



Appendix 4 - School Uniform Expectations



Newton
Group of Schools

Primary (Grade 1-6)

Daily Wear
(Mandatory)



Unisex White Shirt
♀♂



Girls Skort, Tartan
♀



Bermuda Shorts, Navy
♂



Boys Trousers, Navy
♂

Accessories
(Optional)



Winter Jacket, Navy
♀♂



Unisex Sweatshirt, Navy
♀♂

Sports Wear



(Mandatory)
Unisex PE Polo Shirt, White
♀♂



Unisex PE Track Pants, Navy
♀♂

(Optional)



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
♀♂



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

Appendix 5 - Class Incentives

CLASS DOJO

Exchange

Work together as a class, and exchange your dojo points for a fun reward



NON - SCHOOL
UNIFORM DAY

1500



30 MINUTES
EXTRA PLAY

1000



MOVIE
AFTERNOON

1700



BUDDY UP
DAY

1200



GOLDEN
TIME

1700



IPAD
AFTERNOON

1100



Appendix

Appendix 6 - Individual Incentives

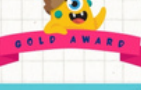


DOJO POINTS

WRITE YOUR DOJO POINTS EARNED FOR TODAY BELOW.

MY POINTS:

MY TOTAL POINTS EARNED FOR TODAY:



CLASS DOJO Awards



BRONZE AWARD

This certificate is presented to

For working hard to earn 250 dojo points

TEACHER

DATE



SILVER AWARD

This certificate is presented to

For working hard to earn 500 dojo points

TEACHER

DATE



GOLD AWARD

This certificate is presented to

For working hard to earn 750 dojo points

TEACHER

DATE



PLATINUM AWARD

This certificate is presented to

For working hard to earn 1000 dojo points

TEACHER

DATE



GOING THE EXTRA MILE AWARD

For working hard to earn 1500 dojo points

TEACHER

DATE

Appendix 7 - KS 1 Reflection Sheet ‘Think Sheet’

Newton International Academy Think Sheet Key Stage 1

Student’s Name: _____ Teacher: _____

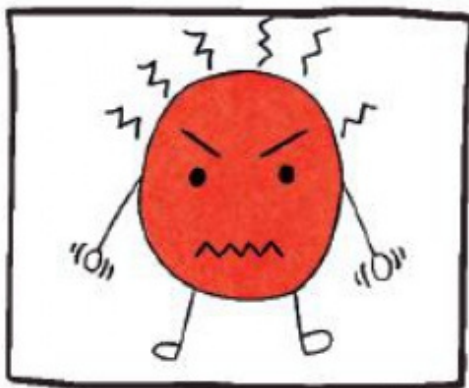
Reason: _____

Think back and explain, what happened?



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

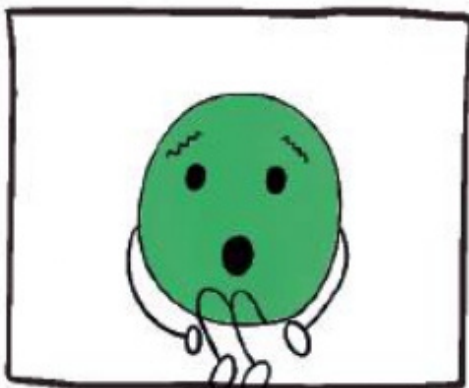
Think back, how were you feeling?



angry



confused



scared

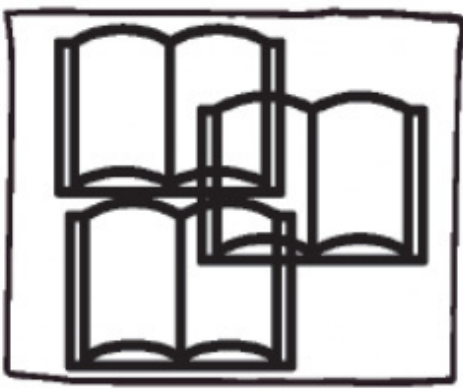


confused

What was the impact of your choice?



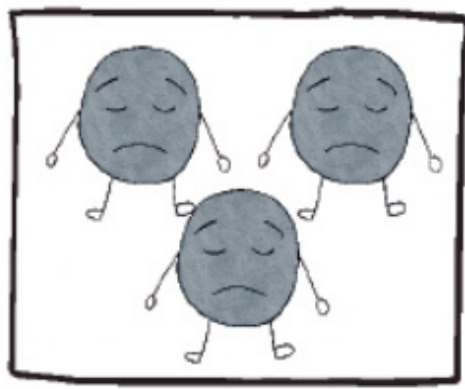
I stopped myself from learning



I stopped others from learning



I feel sad



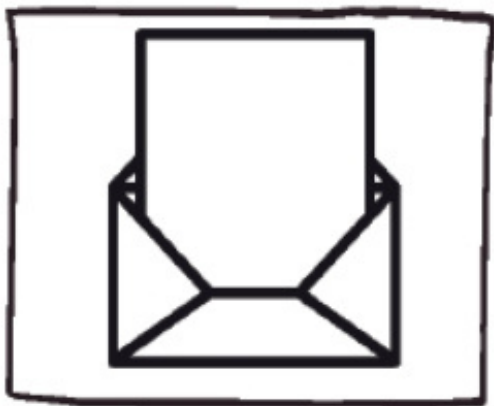
I have made others feel sad

Appendix 7 - KS 1 Reflection Sheet ‘Think Sheet’

Suggest what you can do to make it right?



Say sorry



Write a sorry letter



Complete my work



I have an idea!

My idea to try out:



Think ahead, what can you do next time?



Decide which of the 4C’s you should improve.



Caring thinking	Critical thinking	Collaborative thinking	Creative thinking
I care about others and treat them with respect.	I explore and test my ideas and make decisions.	I support other’s thinking and build on other’s ideas.	I think of fresh ideas and different ways of looking at things.

Decide which Character Education virtues you should improve



Courage being brave	Justice fairness towards others and ourselves	Honesty telling the truth	Compassion care for others
Gratitude thank you	Humility we all have something special about us	Integrity doing the right thing, even when no one is watching	Respect being kind to people, animals, and things

Appendix 8 - KS 2 Reflection Sheet ‘Think Sheet’

Newton International Academy Think Sheet Key Stage 2

Student's Name: _____ Teacher: _____

Reason: _____

The aim of self-reflection is to confront your unacceptable behaviour and assume responsibility for it.

1. Think back, what happened?



2. Explain what led to this and what you were thinking at the time?



3. Who do you think has been affected by your actions?
In what ways?



4. How can we resolve this?



Appendix 8 - KS 2 Reflection Sheet ‘Think Sheet’

5. How can we make things better in the future and avoid this happening again?



6. What type of thinking should you use to complete your self-reflection?

Caring thinking <i>The way I show that I care about others and treat them with respect.</i>	Critical thinking <i>The way I explore and test my ideas and make decisions.</i>
Collaborative thinking <i>The way I support other's thinking and build on other's ideas.</i>	Creative thinking <i>The way I think of fresh ideas and different ways of looking at things.</i>



7. Which Character Education virtues do you need to develop?



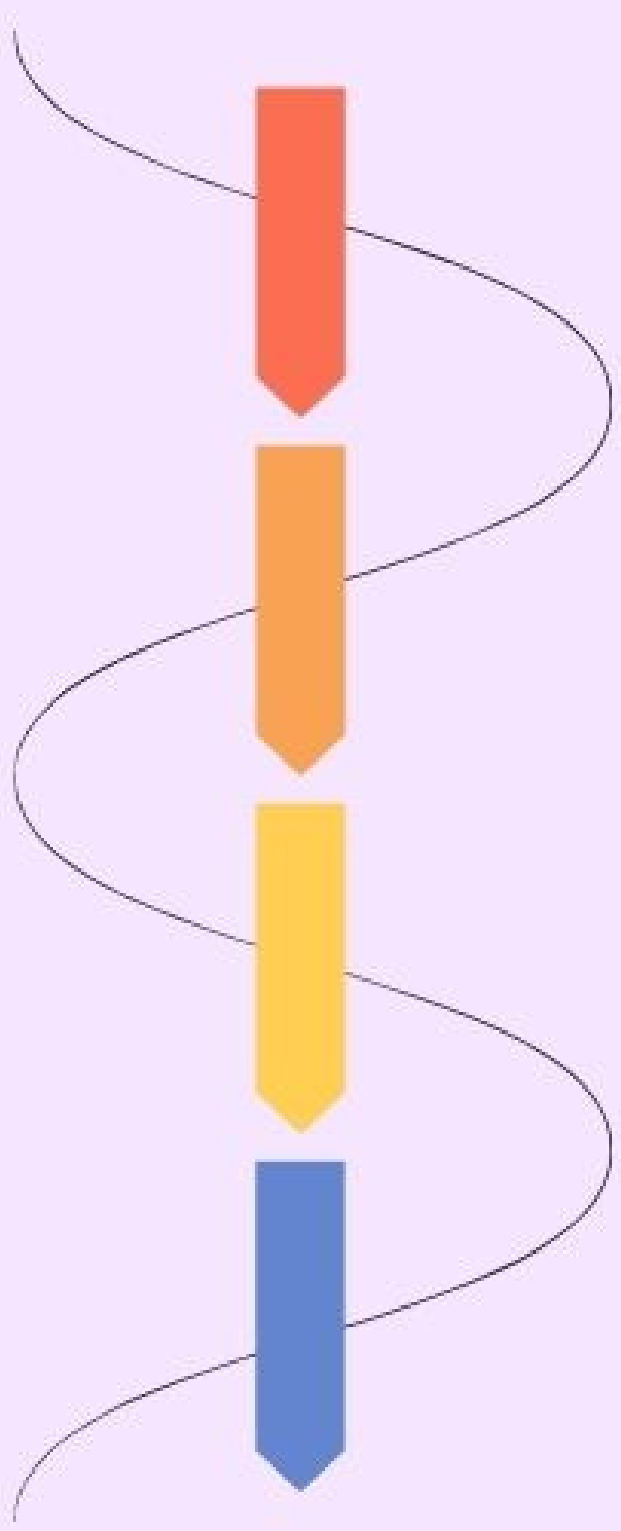
- ☐ Courage - Acting with bravery in fearful situations.
- ☐ Justice - Acting with fairness towards others by honouring rights and responsibilities.
- ☐ Honesty - Being truthful and sincere.
- ☐ Compassion - Exhibiting care and concern for others.
- ☐ Gratitude - Feeling and expressing thanks for benefits.
- ☐ Humility - Estimating oneself within reasonable limits.
- ☐ Integrity - The quality of having strong moral principles.
- ☐ Respect - Due regard for someone's feelings and rights

Appendix 9 - Classification of Minor and Major incidents of Misbehaviour

Minor and major incidents

Minor incidents		Major incidents	
Running/noisy in the corridors	1	Persistent minor level behaviours in a short timeframe	2
Inappropriate behaviour in the canteen or other 'out of class' location	1	Persistent disrespect towards another child	2
Littering or ignoring other playground rules/instructions	1	Repeated failure to attend detention	2
Distracting other students during lessons	1	Damaging/vandalising school property	2
Misbehaving in the line	1	Inciting violence (no injury)	2
Shouting out during lessons	1	Disruption in formal exams	2
Constant talking during lessons when told not to	1	Persistent inappropriate language	2
Failing to keep on task	1	Dangerous / reckless behaviour	2
Persistently forgetting P.E kit or school stationery e.g., books, reading books	1	Swearing	2
Persistently not doing homework	1	Fighting	2
Use of mobile phone	1	Bullying	2
Non-uniform/incorrect uniform	1	Continuous use of mobile phone	2
Time wasting / late in lessons	1	Setting off the fire alarm	2
Any other low-level behaviour (provide description in the notes)	1	Being disrespectful towards any member of staff	2
Unkind remarks	1	Continued defiance	2
Negative attitude	1	Refusal to cooperate with any member of staff	2
Inappropriate language	1	Persistently not wearing the correct uniform after multiple messages to parents	2
Graffiti (books / desks)	1	Truancy continues / prolonged lateness	2
Rude attitude to staff	1	Possession of prohibited item(s)	3
Rough play at break time/PE lessons e.g. pushing, shoving and tripping	1	Stealing property belonging to school or other children	3
Going to the canteen	1	Racism	4
Specialist lessons: Pulling up restricted websites / games Year 6 not bringing their planners to specialist lessons	1	Theft	4
		Physical abuse towards staff	4
		Violent physical behaviour with injury	5

Appendix 10 - Consequences for Minor Incidents of Misbehaviour



Minor incidents

01

First warning
Verbal reminder of the expected behaviour.
Classroom management strategies used.

02

Second warning
If strategies do not work: reflection time in a buddy class. Complete a think sheet. Teacher logs behaviour and inform parents via Dojo.

03

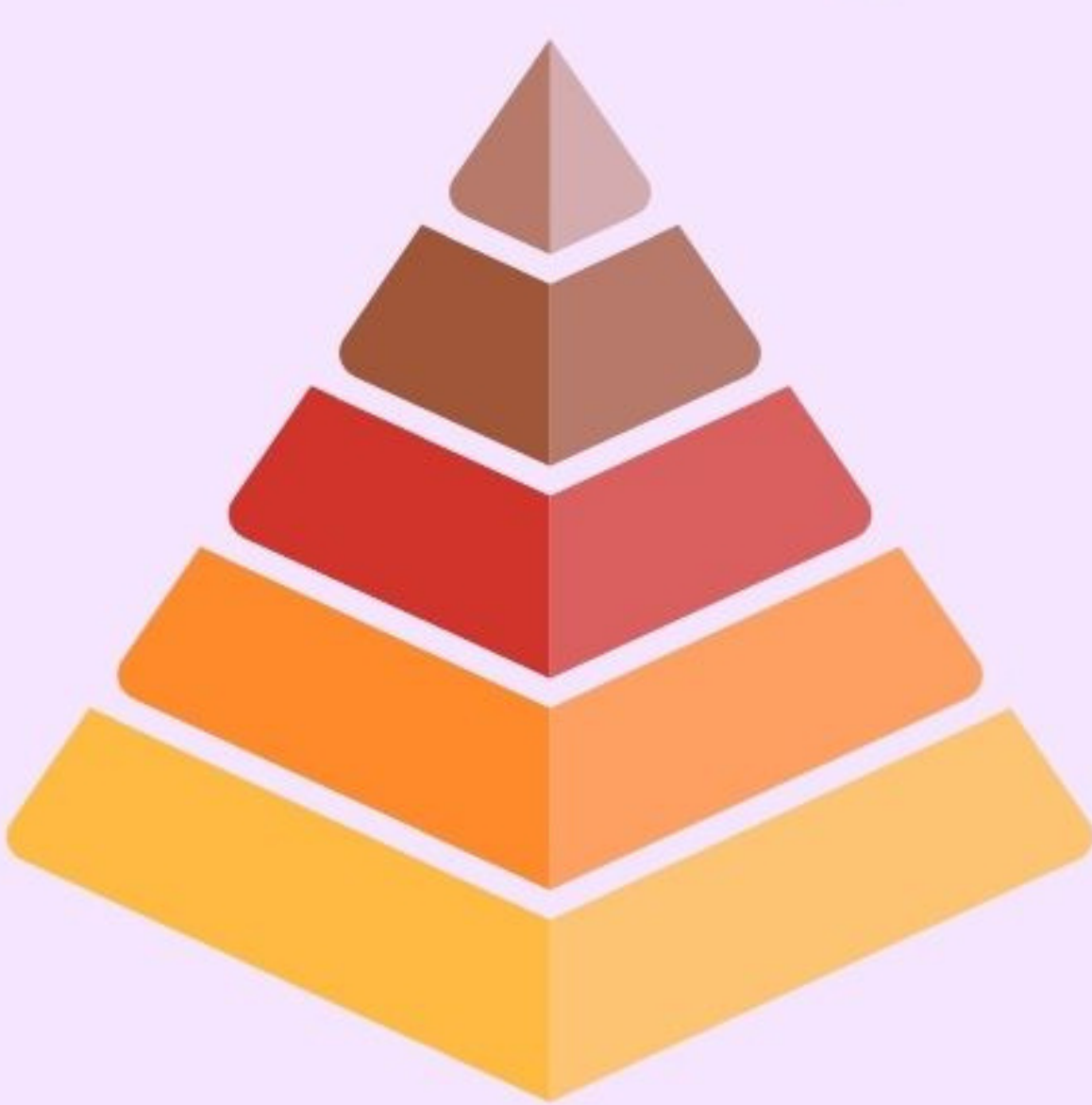
Third warning
RRR time in TL class. Incident report sent home. Teacher contacts parents and logs behaviour.

04

Escalation to major
Persistent minor incidents trigger a behaviour support meeting with the DHOP. First misconduct letter issued. Teacher logs behaviour

Minor incidents will be dealt with in accordance with the PB4L approach. Persistent behaviour will result to situations dealt with as per SLTs professional discretion and directives.

Appendix 11 - Consequences for Major Incidents of Misbehaviour



Major incidents

01

First major incident
Immediate reflection. Student sent to TL. TL to address behaviour and expectations – detention. Incident report sent home. TL to log behaviour.

02

Second major incident
Restorative conversation with DHOP – think sheet. Detention. Parent meeting to create a behaviour support plan. Green report card and misconduct letter . Teacher logs behaviour.

03

Third major incident
Restorative conversation with HOP. Internal or external RRR with SMT. Parent meeting to discuss behaviour support plan and Yellow report card. The second misconduct letter will be issued. Teacher logs behaviour.

04

Final escalation
Formal parent meeting with Principal to discuss the behaviour contract, red report card and third misconduct letter. Internal or external RRR with SMT. Warning that continued misbehaviour may affect enrolment.

Major incidents will be dealt with in accordance to the severity of the incident. Persistent and extreme behaviours will result to situations dealt with as per SLT and the CEO’s professional discretion and directives

Appendix

Appendix 12 - Behaviour Suppprt Plan

Newton International Academy

www.newtoninternationalschool.edu.qa

An international community of learners striving for excellence and celebrating success



Behaviour Support Plan

Name:			Date:		
Review Date:			Weekly with Team Leader until end of T1(1)		
Description of target behaviour		Triggers for Behaviour		Function or Purpose of Behaviour (why do we think the behaviours happens?)	
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)	
				Relapse prevention (how to prevent the behaviour from happening again)	

Parent		
Name:	Signature:	Date:
School Representative		
Name:	Signature:	Date:



Appendix 13 - Behaviour Contract

Newton International Academy, Barwa

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Behaviour contract

Date of contract:

Pupil's Name:

This is a contract to say that I _____. I understand the school rules of being a respectful, responsible and mostly safe place to be for all pupils and teachers.

I _____, agree to make the following positive behaviour changes:

☐

When I am upset I will speak with the teacher.

☐

I will follow the school rules.

☐

I will be kind to all children.

☐

When I successfully complete this contract, I will be rewarded by:

☐

Playing Football with...

☐

☐

If I don't make the appropriate changes, I will have this consequences:

☐

...

☐

...

☐

...

The following is in place for _____:

☐

☐

☐

We will review this contract again on:

Appendix 14 - Pastoral teaching tool

RESTORATIVE

FIVE

WHAT

happened?

WHAT

were you thinking of at the time?

WHAT

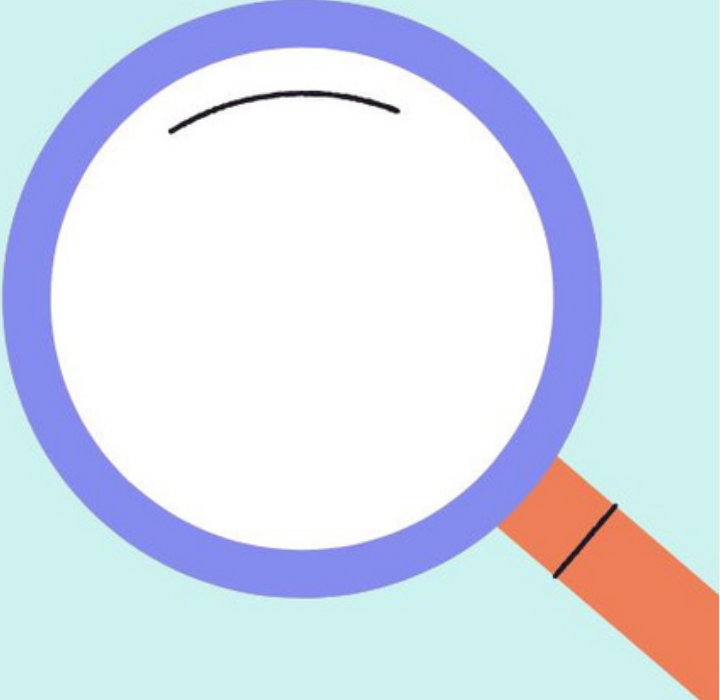
zone were you in?

WHO

has been affected by your actions?

HOW

can we resolve this?



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 and both parent and student must sign a Parent and Student Behaviour Contract. 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.

