



Behaviour Management Policy

Introduction

The Behaviour Management Policy reflects the Mission and Vision of the school.

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

We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

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 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 our Values.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Values

The behaviour we expect from children and all in our school community come from what we value. Our values also shape how we manage behaviour in our school. In Newton D Ring we value:

- Honesty - September
- Patience - October
- Forgiveness - November
- Cooperation - December
- Excellence - January
- Respect - February
- Kindness - March
- Responsibility - April
- Helpfulness - May

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Each month we focus on a new value and learn and reflect on these in our assemblies and lessons. Value boards will celebrate the learning of the values in each year group.

Expectations with regards to pupils:

Pupils will be expected to:

- Conduct themselves around the building in a safe, sensible manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and other pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Expectations with regards to staff:

Staff will be expected to:

- Endeavour to arrive on time to their lessons.
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations and promote positive behaviour in the classroom
- Deliver a suitably planned and structured lesson which meets all individual needs
- Deal with incidents of inappropriate behaviour by following the school's procedures

Expectations with regards to parents/guardians:

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared for work

Reward System

We use rewards to encourage children to keep to our school rules and meet their responsibilities in terms of their behaviour and learning.

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We believe that praise, encouragement and a warm, positive relationship between children and adults is the greatest reward we can give our children.

We have the following rewards that are used across the whole school:

- **Celebrating Success** – between classes or in achievement assembly. Displays in year groups and whole school to celebrate excellent academic achievement.
- **House Points / Dojo points** – Dojo points are given to children based on a display of positive behaviour. The children are grouped into their houses on dojo and the points are accumulated to calculate how many points each house attained.
- **Class of the Month** – Each Key Stage nominates classes from the different year groups to receive this award. The criteria is based around behaviour of the whole class in different situations including: uniform, lining up, transitions, neatness in and around classroom areas, behaviour in specialist lessons. There is a reward for the winning class each month set by the class teacher.
- **Star of the Week** – awarded to individual pupils by their class teacher, or in the case of KS3 – subject teachers in different subject areas.
- **Behaviour star of the week** - awarded to individuals who have showed a great improvement or exemplary behaviour that week.
- **Attendance award** - awarded to the class that has the best attendance per year group.
- **Pobble award** - awarded to a select number of children per class who have had their work published on Pobble that week.
- **Prize-giving** – prizes are awarded annually to pupils for outstanding effort and achievement, success in examinations, sporting endeavours and for services to the school.
- Each class has their own different reward system as well, with stickers, certificates, stamps, Golden Time, etc.
- Children are identified from behaviour tracking and interventions are put into place such as social skills workshops with class teacher or SMT.
- The school adapts a community ethos in positive behaviour management, using PSHE and P4C lessons to encourage children to discuss their problems and concerns.
- The school council plays a lead role in developing the peer support policy and sharing that with the other children.

Positive Behaviour recognition

EYFS Rainbow Chart:

Each child has a peg with their face on. Every morning, each peg is moved from the Golden Rules at the top of the chart to 'Good' in the middle, and at the end of the day all pegs are moved back to the Golden Rules to allow each child to start afresh the next day.

Moving up the chart from 'Good' (green):



- 'Very Good' (blue) – teachers have their own rewards, ie sticker chart when a child attains this
- 'Fantastic' (pink) – taken to Co-coordinator or Team Leader for special praise/sticker/treat

Moving down the chart from 'Good':

- 'Make Better Choices' (yellow) – verbal warning and a reminder of appropriate behaviour
- 'Thinking Chair' (orange) 3-4 minutes depending on the child's age. The teacher will clearly state why the child is there and once the child acknowledges their behaviour and apologises, they can rejoin the class and their peg will be moved back up.
- Team Leader/Key Stage Coordinator (red) – the child will be spoken to and parents informed.

Dojo Points

EYFS:

This will be used as a communication with parents in EYFS rather than a behaviour monitoring system. EYFS will continue to use the Rainbow chart which is more visual to pupils.

KS1, KS2 and KS3

The rest of the school will use the Dojo Rewards system and also use this as a means of communication with parents.

Year Groups will set criteria for the awarding of points and this will be linked to the House Point system – ie. Dojos = House Points.

All staff teaching the different classes can access this and it is monitored by the Class Teachers/Form Tutors.

Teachers in individual classes may choose their own reward recognition schemes that work for them and their children, eg. Golden Time, Stickers, Notes Home, etc.

Sanctions as a choice

Sanctions are given as a choice at every stage and are linked to the breaking of school rules. This helps the child realize that they are the ones responsible for their behaviour and its consequences. To emphasise this, a "choice" is itself a first step. In EYFS, children are encouraged to make amends if they have hurt or upset another child and staff ensure that the child understands that it is the 'behaviour' and not the child that is disapproved of.

Sanctions will vary according to the age of the child and the severity of the misdemeanor.

Restorative behaviour steps are used across KS1/KS2 and KS3 to help children reflect on their actions and consider what they could do next time.

EYFS:

- A verbal reprimand and a reminder of expected behaviour
- A short time (depending on the age of the child) on the 'thinking chair' to remove the child from the situation



- If the child is a danger to themselves or others – removal to another class for a short period of time
- Taken to another class to be spoken to by a different teacher
- Taken to the Team Leader parents informed

KS1 & 2:

- A clear choice given to the individual, group or whole class.
- Reflection area in the classroom to fill in reflection sheet.
- Sent to a buddy class in the year group for 10 minutes/remainder of playtime 'time out' with reflection sheet.
- Sent to Team Leader – with reflection sheets.
- Sent to SMT accompanied by class teacher and reflection sheets.
- KS2 – Break-time detention may be used.
- Green, amber and red report cards for consistent offenders.

KS3:

- A clear choice given to the individual, group or whole class
- Reflection area in the classroom to fill in reflection sheet.
- Sent to a buddy class in the year group for 10 minutes/remainder of playtime 'time out' with reflection sheet.
- Sent to Team Leader – with reflection sheets.
- Sent to SMT accompanied by class teacher and reflection sheets.
- Sent to Principal – parents asked to come in to meet with Team – report card set up.

No Hitting, No Hitting Back

Physical violence to another child will not be tolerated under any circumstances, including hitting back.

It is important that all children learn to resolve conflict safely and calmly. Any child hitting in our EYFS classes will be dealt with by the class teacher and parents will be informed.

From Year 1 upwards, the child will automatically be sent out of the classroom to SMT for that session at least.

If the behaviour is frequent or severe, a different sanction may be appropriate. For some children an *Individual Education Plan* may be needed to help the child to learn to manage their behaviour and the Social Worker would be involved at this stage.

Dealing with Severe Behaviour

A child will be sent immediately to SMT for any of the following behaviours:

- Physical violence or verbal abuse to an adult
- Racist abuse
- Theft
- Damage to school or another person's property
- Smoking
- Multiple detentions within a short time frame (KS3)



Parents will be asked to come in and speak to the Principal at this stage to discuss next steps which may include suspension or isolation over a period of time. There may be situations which necessitate the student being sent or taken home immediately. The School reserves the right to require a child to be excluded temporarily or permanently when this is needed for the safety of other children and/or the maintenance of a learning environment.

Records will be kept by SMT of children who have been sent to them and these will be reviewed termly.

Support for pupils causing concern

Pupils whose behaviour gives a cause for concern may be supported in the following ways as appropriate for their individual needs:

- Shadow teacher provision
- Positive behaviour chart

This policy will be reviewed on an annual basis.

Appendix 1:

Procedure for sending pupils to SMT

If pupils are sent to SMT, they must go through the steps as set out in the Behaviour Management Policy beforehand.

Pupils should always be accompanied by either a member of staff or another sensible pupil to SMT and a note must be added on SIMS. Pupils in KS1 and KS2 should not be sent to SMT during lesson times except in cases of extreme behaviour. They should be escorted by the teacher at the next break time or at the end of the day. Staff in KS3 should use the red card to summon a member of SMT to escort a pupil down to the office. When the red card is sent down, the urgency of the matter should be specified.

Parents should always have been notified by the class/form teacher and a meeting should have already taken place to discuss strategies to deal with the behaviour in the classroom.

Pupils should only be sent directly to SMT in cases of severe behaviour as set out in the Behaviour Management Policy:

- Physical violence or verbal abuse to an adult
- Racist abuse
- Theft
- Damage to school or another person's property
- Smoking
- Multiple detentions in the course of a day



If there is not a teacher or class in the nominated buddy class at the time, send the pupil to the nearest available class and the teacher must a note in SIMS.

In the absence of the Team Leader, send to the SMT only if there is no other course of action that can be taken.

A meeting between the teacher and parents must have taken place and strategies agreed upon – eg a report card, behaviour/sticker chart, daily note in planner, etc. before the pupil is sent to SMT. Sending a pupil to SMT should be the final sanction when all other sanctions have been exhausted and there are continuing bad behaviour issues with that pupil. At this stage, the parents will be called in to meet with SMT and the teacher and/or the KSC/TL will also be expected to attend this meeting.

It is important that all these stages are followed to ensure consistency when dealing with behavioural issues in school.

Behaviour Log

Any behaviour incidents are to be logged on SIMS along with Pastoral notes - including rewards and negative behaviour.

Communication with parents

Parents in the first instance will be contacted via a Dojo message by class teachers, if a behaviour escalates or is persistent and a meeting needs to be arranged they will be contacted via a phone call. The school's parent liaison will assist in having conversations in Arabic when necessary.

Appendix 2:

Restorative Approach

What happened?

What were you thinking about at the time?

How did this make people feel?

What should we do to put this right?

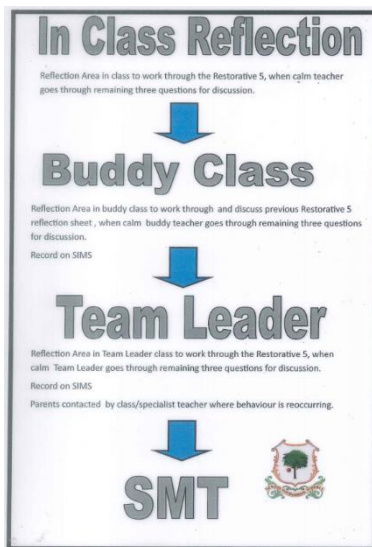
How can we do things differently in the future?

Students are given time to reflect upon the answers to these questions, being placed on reflection tables in classrooms. These responses are then discussed with an adult and agreed next steps to improve behaviour/choices are made.



Clear structures are in place for children continuing to make the wrong choices, moving to buddy classes through the process to Team Leaders and SMT if behaviour persists.

The expectations of this new approach to dealing with behaviour is a positive way in which we as a school can address self-discipline in students in our school.



Restorative 5

1. What happened?
2. What were you thinking at the time?
3. How did this make people feel?
4. What should we do to put it right?
5. How can we do things differently in the future?

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Name: _____ Date: _____

1. What happened?
2. What were you thinking at the time?
3. How did this make people feel?
4. What should we do to put it right?
5. How can we do things differently in the future?

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