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# PRIMARY BEHAVIOUR MANAGEMENT POLICY

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Newton International Academy  
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# Newton International Academy

## Doha, Qatar

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

## 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.

The values for Newton International Academy are;

RESPECT	<b>Self- respect, respect for students/ staff/ parents and respect of personal and community property</b>
HONESTY	<b>Honesty in all our actions</b>
TRANSPARENT COMMUNICATION	<b>Open and effective communication among students, staff and parents</b>
EMPATHY	<b>Understanding and appreciation of the feelings of others</b>
SUPPORT	<b>Support the development of each individual to his/her fullest potential</b>
DIVERSITY	<b>Appreciation of all languages, traditions, religions and cultures</b>
SOCIAL RESPONSIBILITY	<b>Development of responsible citizens through community service</b>
PERSONAL ACCOUNTABILITY	<b>Highest personal commitment to taking responsibility for our actions</b>

In order to help our children to remember these values we have simplified them into

***Be Honest, Be responsible, Be respectful, Be a Learner***

### 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 the Code of Conduct. Each class has its own classroom code.
- 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.

### **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 the school ethos and the Code of Conduct.

In this context, students will be rewarded for good behaviour.

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

- Verbal praise
- Positive comments in books and positive feedback on class and homework
- Special mention and/or a achievement certificates in class or in weekly Assembly
- Exhibiting good work in class, corridor or Staff notice board
- Informal referral to Principal, Deputy Principal, Deputy Heads of Primary or Team Leaders
- Deputy Heads of Primary awards
- Using stars/smiley faces on charts, books etc
- Use of special award certificates within classroom
- Mention in School newsletter
- House points
- Mentioned on the PB4L Recognition Board

We reinforce good behaviour and help our students feel good about themselves.

**Please note that rewards excludes prizes or gifts.**

### **Sequence of Sanctions**

If a student misbehaves; he/she will be spoken to first by the teacher and if the behaviour continues by management, in a controlled manner and preferably not in the presence of his/her peers. Failure to abide by the principles of the Code of Conduct or to obey school rules may result in the following sanctions being applied:

1. The student will be told that his/her behaviour is unsuitable, given the opportunity to discuss the situation and will be encouraged to modify that behaviour.
2. Disruptive behaviour in class may result in a student having inclusive timeout from his/her peers in his/her own classroom, seated at a single desk or near the teacher
3. If the behaviour continues, the student will be asked to fill in a restorative question sheet where they will answer 3 questions: what happened, what were you thinking at the time, what have you thought of since the incident? The teacher will then speak to the child quietly in the class about the three answers they have written. If the child has had some time and has reflected, they will be allowed to go back to the task.
4. If the child's behaviour has not improved and the child has not reflected, they will immediately be sent to their buddy class. At this point, an incident form would have to be completed due to the child receiving encouragement to improve and time out to reflect. Whilst in the buddy class, the child will answer the following questions: who do you think has been affected by your actions and in what way, how could things have been done differently and what do you think needs to happen next? The buddy class teacher will then speak to the child quietly about questions 4, 5 and 6. The child may be asked to write out the school rules related to the behaviour (EYFS and Year 1 exempted) or to complete an extra piece of work during break times. Students will be supervised by their class teacher, who will record the misdemeanour

and the sanction applied. If a child has completed a restorative question sheet, they will take that sheet to the team leader who will then read it and decide if it needs to be taken further to DHOP. Either way, the DHOP of primary will receive the restorative sheet along with a copy of an incident report.

5. Failure to improve the standard of behaviour will result in a "Detention". This is reserved for students who persist in disregarding the school rules and Code of Conduct and is only used for students whose behaviour is consistently unacceptable and who have failed, after previous steps have been taken, to show any improvement. Detentions are the responsibility of the teachers. Each teacher will complete an excel document stating if a detention has been given. If a child receives three detentions, the DHOP will call the child in for a formal meeting. Parents may be informed at this stage.
6. Withdrawal of privileges may be applied. These will be appropriate to the situation and the age of the student and parents will be informed if deemed necessary. Care will be taken not to jeopardise the delivery of the curriculum and sanctions may involve:-
  - o isolated from a particular class and supervised.
  - o exclusion from an extra-curricular activity.
  - o exclusion from a school-organised outing or trip.
7. If, after applying all previous steps, no improvement in behaviour or attitude is evident, the student will be placed on a daily report, so that behaviour can be closely monitored and parents will be informed.
8. Extremely serious misconduct may result in suspension or expulsion under the terms of the behaviour.

The following are regarded by the Senior Management Team as valid reasons for suspension or expulsion:

- Substance or alcohol abuse on school premises
- Persistent bullying of a student
- Physical attack on a student or member of staff
- Verbal abuse of a student or member of staff
- Disruptive behaviour in class
- Persistent infringements of relatively minor school rules
- Significant damage to school, staff or students property, either in or outside school
- Stealing from school, staff or students, in or outside school during school hours and school trips.
- There may be situations (injuries, uncontrollable behaviour etc) in which the normal procedures will be abandoned and a student being taken home immediately.

Incidents will be logged in a Behaviour Tracker. The Behaviour Tracker will be reviewed weekly by the Team Leader and Deputy Head of Primary (Pastoral) to follow up incidents. All major incidents will be carefully investigated, statements will be taken from students and staff, CCTV will be referred to and a proportionate and reasonable decision will be made based on evidence at hand. Witness statements will also be taken.

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that they support their students' learning and co-operate with the school. We are very 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 Leader, Deputy Head of Primary or the Principal.

### **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. Further responsibilities are outlined in NIA's **Child Protection Policy**. 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
- 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
- To log behaviour incidents in the Behaviour Tracker
- To complete and share incident reports 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 encourage positive behaviour
- To celebrate success with class and Year Group displays and as well as PB4L recognition board.

### **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

Associated policies:

PB4L

Attendance policy

Safeguarding policy

Anti-bullying policy

Child protection policy