

مدرسة نيوتن البريطانية – مريخ
Newton British School – Muraikh Campus

www.newtoninternationalschool.edu.qa

An International community of learners striving for excellence and celebrating success...



Behaviour Policy

Our School Motto: 'An international community of learners striving for excellence and celebrating success.'

Vision

We are committed to providing a happy, calm and nurturing environment that enables ALL children to become confident learners who realise their potential and strive for excellence.

Aims

At Muraikh Primary School we aim to create and sustain a community within which everyone is safe and respected and share high expectations of personal and academic achievement.

This behaviour policy will;

- reflect our caring, inclusive and positive approach
- establish a fair and consistent framework that focuses on positive relationships
- support staff to focus on positive behaviour which ensures effective teaching and learning can take place
- support pupils to regulate their conduct and take responsibility for their behavioural and academic choices

In Practice

We expect our pupils and all members of our school community to adhere to 3 simple rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

We have agreed to base our practice around the high expectations for adult behaviour. "When the adults change, everything changes." (Paul Dix)

All of our staff, parents and visitors to our school should show:

- Calmness, empathy, humour, fairness, forgiveness, confidence, smiles, noticing, positivity, de-escalation

And never:

- Confrontation, shouting, sarcasm, presumption, negativity, humiliation, shouting

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Expectations of Adults

Consistent adult behaviour will lead to pupils meeting high expectations of behaviour. We expect all staff to:

1. Meet and greet pupils
2. Use positive language linked to our 3 school rules
3. Notice and praise positive behaviour/attitude
4. Maintain a calm and respectful approach
5. Use de-escalation strategies
6. Ensure that you adapt your provision to support individuals
7. Communicate effectively with parents

Rewards for positive behaviour/achievements

We reward positive behaviour and achievement in the following way:

- Verbal and nonverbal praise
- Classdojo points are collected by pupils and in class incentives
- Celebration assembly
- Phone call home/Dojo message to share individual achievements and to build positive relationships with the families we have in school. Teachers will contact parents if they feel that a pupil deserves commending for personal achievements

We teach positive behaviour for learning through:

- Referencing our 3 expectations (Be Ready, Be Respectful, Be Safe) in all areas of school life
- Modelling positive behaviour on a daily basis
- Scripted conversations
- Restorative conversations
- Instilling school virtues and values throughout the school day



De-Escalation

Follow the 4 Rs – De-escalation technique

- **Regulate** – give opportunity to move away from the situation before it escalates i.e. do a job together, go for a snack
- **Relate** – divert attention from the problem i.e. chat about a new movie or something of interest to the child
- **Reason** – restorative conversation (questions)
- **Repair** – take time to be together before returning to the task (known as time in)

Restorative Conversations

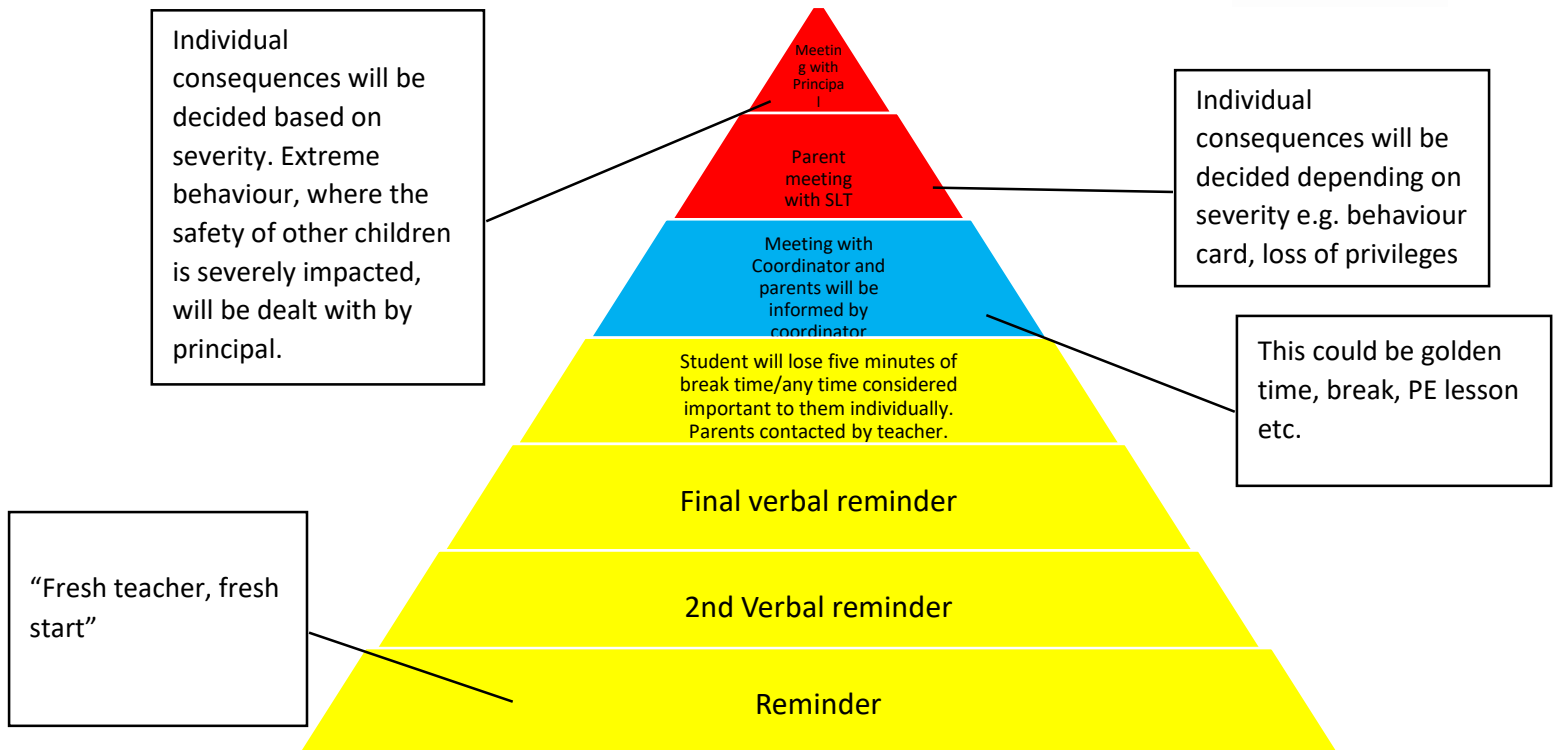
Where issues between a member of staff and pupil were not resolved, a restorative conversation needs to take place between the two parties. It should take place at the earliest opportunity and take the form of a coaching conversation. Staff will have a script for the restorative conversation that they feel will be most beneficial to the circumstance.

Restorative Questions

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by what you did?
4. What impact has this had on you?
5. What should we do to put things right?
6. How might we deal with this in the future?

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and reassure the class that it will be dealt with. When a pupil has had support to make the right choices but is still not able to modify their behavior, staff will use the agreed consequences.



Throughout this process, children must be given chance to redeem their behaviour using de-escalation strategies. As practitioners, it is our responsibility to minimize progression through pyramid.

Though class teachers will be informed about individual behaviour, it is the responsibility of the teacher who is dealing with the behaviour to follow necessary procedures. For example, if a child needs to lose 5 minutes of break time, you must inform class teacher to ensure that this happens. Furthermore, if a child reaches stage 4 on the behaviour pyramid, it is the responsibility of the teacher who dealt with that behaviour to contact parents.

When children are taught by a different teacher, they are effectively given a fresh start.

6. Ask if they have anything they want to say. Accept apology if child offers this.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but on rare occasions, this may be necessary. Only the Principal (or the acting Principal) has the power to exclude a child from school for a fixed period. In extreme circumstances, the Principal may exclude a child permanently only if the circumstances warrant this. Parents will be given opportunity to appeal the decision.



Appendix 1

Positive Behaviour Plan

Adult Behaviour (Regulate)

- Be Calm
- Be Friendly
- Be Empathetic

School Rules

- Be Ready
- Be Respectful
- Be Safe

Central to our work is the principle of nurture. We endeavour to build a learning community which at its core promotes respect, tolerance and empathy for others.

'Positive relationships are the key to success.'

Steps:



Micro script (Relate)

I can see that ...
I need you to...
I know you can...
I am here to listen...
We can solve ... together

Restorative Questions (Reason)

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by what you did?
4. What impact has this had on you?
5. What should we do to put things right?
6. How might we deal with this in the future?

Repair - Remember to take the time to repair the relationship.
Relationships are fundamental to a child's progress and recovery.



Appendix 2

Guidance on Restorative Conversations

Phase 1: Facilitate Student Reflection of the Incident

- Tell me about what happened ...
- Tell me about why you think this happened ...
- Tell me about how you were feeling before, during, and after this event ...
- What happened first, next, last?
- What role did you play?
- What makes you most upset about this?
- Has this ever happened before?
- Other:
- Other:

Phase 2: Discuss Student Need and Plan to Address Needs

- Was there something that you needed?
- What did you wish would have happened?
- At what point did you start feeling upset?
- How might you have handled this differently? What was in your control?
- How could I have helped you be more successful in this interaction?
- If something similar happened in the future, what could we do to improve our outcome?
- Other:
- Other:

Phase 3: Plan to Restore Relationships

- Who do you think has been affected by what you did?
- How do you think they've been affected?
- What impact did your actions have on the individuals in our classroom?
- What impact did your actions have on our class community?
- Do your actions accurately represent how you feel about that person or how you want to treat others?
- How can you repair your relationships?
- Beyond an apology, what steps could you take to fix the harm you caused?
- When and how do you plan to take these steps?
- Other:
- Other:



Appendix 3

The Three Rules

Here are some examples to demonstrate the three rules. Children most exemplify this when interacting with **all** staff and children in school.

Safe	Ready	Respectful
<ul style="list-style-type: none"> - Walking calmly around school - Appropriate physical interactions e.g. no play fighting - No climbing on furniture - Walking on the right hand side of the stairs - Using appropriate voices around school - Ensuring that you are registered on time - A teacher must be informed if you are leaving the classroom - Only going home with allocated adults and if going home with someone who doesn't usually pick you up, your teacher must be contacted on Dojo - Wearing seatbelts when travelling on school provided vehicles - If there is an adult in school you don't recognize, inform an adult wearing a school lanyard - If someone is hurt or you are hurt, inform an adult. 	<ul style="list-style-type: none"> - Equipment is ready and brought to class e.g. books, pencil cases - Clothing is appropriate e.g. appropriate clothing for PE - You come to class on a morning and after break and sit down in your seats ready for your learning - Listen to your teacher and peers - Ask questions if you are unsure about something i.e. unsure of instructions, unsure of what page to write on - Be at school on time and leave at the end of the day - As much as possible, go to the toilets during break time so this does not disrupt learning time - Any issues that have been resolved during break time are not brought into the classroom. 	<ul style="list-style-type: none"> - Listen to adults in school and peers - Use kind language only - Always tell the truth - Respect other people's beliefs - Say please and thank you - Do not speak or shout over others - Wait to respond during conversations - Respect people's personal space - Understand that sometimes people like to have some time to themselves - Extend kindness to others - Help others - Compliment others - Say excuse me