



Newton British Academy Barwa City Campus

**Primary Behaviour Policy
2020-2023**

Review June 2021

'An international community of learners striving for excellence and celebrating success'

Introduction

The Behaviour 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. 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:

Our Attitudes and Attributes

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

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 21st 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, 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 the school values, the classroom rules and school rules.

In this context, students will be rewarded for good behavior (***see Reward Policy***).

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 Key Stage Coordinator
- Weekly Academic Merit Awards – phone call home
- Golden Time in Key Stage 1. Golden Time for Year 2 will be phased out in Term 3

Refer to the ***Primary Reward Policy*** for further details.

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

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 NBA's ***Child Protection and Safeguarding 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
- 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
- To log behaviour incidents in the Behaviour Tracker
- To complete incident reports in a timely manner
- To complete weekly Pastoral Notes for their class/classes
- To communicate with their Key Stage Coordinator 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 Key Stage Coordinator
- To use the Primary Reward Policy consistently to encourage positive behavior
- To celebrate success with class and Year Group displays

All teachers are responsible for reporting incidents in and around school. If in doubt they can refer to the Key Stage Coordinator, 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, Key Stage Coordinator, 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 ***NBA 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 should 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 Key Stage Coordinator and finally a member of the Senior Management Team.

The following are some examples where Parents will be required to attend a formal meeting to discuss the school's concerns and to agree appropriate sanctions:

- Persistent bullying of a student (see ***NBA's Anti-Bullying Policy***)
- Physical attack on a student or member of staff
- Verbal abuse /disrespect of a student or member of staff
- Persistent disruptive behaviour in class
- Persistent infringements of minor school rules
- Significant damage to school, staff or student's 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 rare situations (uncontrollable behaviour) in which the normal procedures will be set aside, and a student is sent home immediately

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

The school rules and regulations are designed to clearly state the boundaries of acceptable conduct at school. School rules are intended to teach students to uphold expected standards of behaviour. Students are to observe the school rules and regulations at all times.

Attendance and Punctuality (See *Attendance Policy*)

- Attendance is compulsory. Students who are absent without valid reasons will be regarded as having committed truancy
- 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

- 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
- 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 lessons
- Students are expected to be responsible, respectful and well-mannered at all times in their classrooms

Conduct in the Canteen

- Students are not allowed to run or play in the canteen
- Students are to queue up to purchase food. All food must be consumed in the canteen only
- Students should help to clear the table after use
- Students are to treat canteen staff with respect, saying please and thank you
- Hot drinks will not be sold to students in the Primary School

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 whistle has gone for the end of break, stop and immediately 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

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 also not permitted.

Failure to adhere to the School Rules as stated above will result in consequences as described in **Appendix 1.**

Incidents will be logged in a Behaviour Tracker. The Behaviour Tracker will be reviewed weekly by the Key Stage Coordinator and the Deputy Head of Primary (Pastoral) to follow up incidents and to produce a weekly report. 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 upon the evidence at hand. Witness statements will also be taken.

Associated Policies and Documents

Communication Policy and ClassDojo Policy

Safeguarding Policy

Child Protection Policy

Use of Reasonable Force Policy

Primary Rewards Policy

Appendix 1

The NBA Way: Positive Behaviour for Learning

	Misconduct	Consequences
L o w l e v e l	<ul style="list-style-type: none"> ● Running/noisy in the corridors ● Inappropriate behaviour in the canteen or other 'out of class' location ● Littering or ignoring other playground rules/instructions ● Distracting other students during lessons ● Not lining up correctly ● Shouting out during lessons ● Constant talking during lessons when told not to ● Being disrespectful to <u>any</u> adult (regardless of adult's designation) ● Persistently forgetting P.E kit or school stationery e.g., books, reading books ● Persistently not doing homework ● Speaking Arabic at inappropriate times ● Non-uniform/incorrect uniform ● Incorrect shoes ● Incorrect hair accessories ● Wearing inappropriate jewellery ● Failing to keep on task ● Leaving seat without permission ● Time wasting ● Any other low level behaviour (provide description in the Behavior Tracker) 	<ul style="list-style-type: none"> ● Immediate appropriate intervention by all staff e.g., <ul style="list-style-type: none"> ✓ if running, tell them to go back and walk ✓ if being disrespectful, insist they repeat request with please and thank you ● Student to be reprimanded and given an appropriate task/action e.g., <ul style="list-style-type: none"> ✓ verbal warning given to the student ✓ told to apologise ✓ told to pick up their litter and additional pieces of litter ✓ student is placed in break detention ● Class Teacher informed ● Communicate with parents (as necessary) through use of planners, emails, ClassDojo message or phone call ● Move student to an area of the classroom where they can work without distracting others ● Break detention ● Referral to SMT/SLT due to persistence
M e d i u m l e v e l	<ul style="list-style-type: none"> ● Use of bad language ● Unkind remarks ● Refusal to cooperate with any member of staff ● Choosing to persist in repeating any 'low level' misconduct ● Not telling the truth ● Pushing students in line ● Persistently not wearing the correct uniform 	<ul style="list-style-type: none"> ● Break detention ● Time-out for 15 minutes in another classroom ● Communicate with parents (as necessary) through use of planners, emails, ClassDojo message or phone call ● Move student to an area of the classroom where they can work without distracting others ● Isolation from eating with the rest of the class ● Student is placed on a Behaviour Card. ● Constant medium and low-level incidents will result in the student being placed in the Pastoral Supervision Room (PSR) for 1 school day ● No ball sports at break
H i g h l e v e l	<ul style="list-style-type: none"> ● Choosing to persist in ongoing misconduct ● Stealing property belonging to school or other children ● Breaking/vandalising school property ● Persistently not wearing the correct uniform after multiple messages to parents ● Rough play at break time/PE lessons e.g. pushing, shoving and tripping 	<ul style="list-style-type: none"> ● Key Stage Coordinator and relevant SMT member informed ● Parents informed, meeting held, and minutes recorded ● Parents asked to replace or pay for stolen/vandalised/broken item ● Student is placed on a Behaviour Card ● Student is placed in the Pastoral Supervision Room (PSR) for 1 school day ● No ball sports at break
C r i t i c a l l e v e l	<ul style="list-style-type: none"> ● Persistent refusal to comply with school rules and expectations by continual display of ongoing misconduct ● Verbal or physical abuse towards <u>any</u> staff or students ● Deliberately setting off fire alarm ● Displaying anti-social behaviour e.g. intimidating behaviour, aggression and/or dangerous outbursts ● On-going bullying: persistent annoyance, hitting, kicking verbal etc. ● Any other behaviour that causes a serious incident that is impacting on teaching and learning and the safety of the school community ● Leaving school without permission 	<ul style="list-style-type: none"> ● Parents formally summoned to meet with Class Teacher, Key Stage Coordinator and relevant member of SMT/SLT ● No ball sports at break ● Student is placed in the Pastoral Supervision Room (PSR) for 1 school day ● Student is placed on a Behaviour Card ● Student is placed on an Individual Behaviour Plan ● Student is referred to SMT for the Pastoral Support Programme ● Referral to the Group CEO for further sanctions ● Fixed Term Exclusion (FTE) ● Block Letter 1 issued ● Block Letter 2 issued ● Block Letter 3 issued ● Withdrawal letter issued blocking re-registration for the following academic year

Appendix 2

Behaviour Card Procedure

Students are placed on a Behaviour Card to help them monitor their own behaviour. Targets and rewards are determined with parents and students. The Class Teacher is to meet with the parents to discuss concerns and outline goals of the Behaviour Card. Students on a Behaviour Card will **not be allowed** to go on any school or class trips. The student is to be placed with another class on the day of the trip. It is the Class Teacher's responsibility to set work for the student. Behaviour Cards are to be signed by the parents daily. Should a Behaviour Card be lost, it will be replaced by the Class Teacher. If the Behaviour Card is lost or not signed on two occasions, the parents will be contacted. Each Key Stage Coordinator will keep a record of students placed on Behaviour Cards.

Key Stage One

The Class Teacher meets with the parents and the student is placed on the Behaviour Card. After the allocated time, the Class Teacher is to meet with the parents. If progress has been made, the student can be taken off the Behaviour Card. If further improvements are required, the student will stay on the Behaviour Card for a maximum of 3 weeks. If there are still no improvements, the Key Stage Coordinator and relevant member of SMT will meet with the parents to discuss the next steps.

Key Stage Two

The Class Teacher meets with the parents and the students is placed on either a:

- ***Green Behaviour Card – 1 or 2 weeks (First Behaviour Card – signed daily by the Class Teacher)***
- ***Amber Behaviour Card – 2 weeks (Second Behaviour Card – signed daily by the Key Stage Coordinator)***
- ***Red Behaviour Card – 3 weeks (Third Behaviour Card – signed daily by the relevant SMT member)***

After the allocated time, the Class Teacher is to meet with the parents. If progress has been made, the student will be taken off the Behaviour Card. If further improvements are required, the student will stay on the Behaviour Card for a maximum of 3 weeks. If there are still no improvements, the Key Stage Coordinator and relevant member of SMT will meet with the parent to discuss the next steps.

Key Stage Two Specialist Behaviour Card

Should students in Key Stage Two require support to manage their behaviour in only specialist subjects, they will go on a Key Stage Two Specialist Behaviour Card. The Class Teacher and relevant Specialist Teacher/s are to meet with the parents and set the targets and rewards. After two weeks a meeting is to be held with the parents to determine progress. A Key Stage Two Specialist Behaviour Card will be used for a maximum of three weeks and must be signed daily by the relevant member of SMT. It is the responsibility of the Class Teacher to oversee the signing of the Specialist Behaviour Card.

Appendix 3

Internal and External Suspension Procedures

Internal Suspension/Pastoral Supervision Room:

The Deputy Head of Primary, Pastoral will be responsible for keeping records of students placed in the Pastoral Supervision Room/internal suspension, the cover timetable and informing teachers of their cover, one day in advance. If a student is to be removed from class, the following procedure must be followed prior to the student being placed in the Reflection Room:

- Member of SLT to be informed
- Parents to be informed either by telephone or in person
- Parent meeting held either before or after the referral to the Pastoral Supervision Room (minutes of the meeting will be kept)
- Detailed incident report with witness statements must be completed detailing the incident
- Incident and referral to the Pastoral Supervision Room to be documented in Pastoral Notes and the Behaviour Tracker
- An email is sent out to ensure all teachers and SLT are aware of the Pastoral Supervision Room cover timetable and informing Specialist Teachers

The day of the internal suspension/referral to the Pastoral Supervision Room:

- Sufficient work must be set for the student by the Class Teacher
- Students will be assigned to an appropriate area as designated by SMT with full supervision
- No contact is to be made with other students
- Students to take their snack and water with them to the Reflection Room at the start of the day
- Students will be given toilet breaks before each break
- Students will **not be allowed** to go out for break and will eat their lunch/snack in the Pastoral Supervision Room
- A member of SMT will fetch the student at the start of the day and take them back to class at the end of the day

Students who have been internally suspended on two occasions will receive a warning letter. The warning letter will be issued by a member of SMT indicating that the next critical level incident will result in a referral with the Group CEO for further sanctions.

External Suspension

External suspensions will be issued by the Group CEO after referral by SLT.

- Parents to be contacted for a meeting where the letter of suspension will be issued
- Parents will be issued with a follow up letter when the student returns to school
- A record of external suspensions will be kept by the Deputy Head of Primary, Pastoral
- The Class Teacher is responsible for sending work home for the student to complete during the suspension

Records of students internal and external suspensions are live for three academic terms from the date of the first incident.

Appendix 4

Teacher-Buddy System and Break Detention

If a student is displaying problematic behaviour, they can be sent to another class (in the same year group). This 'time-out' will allow the student to reflect on their behaviour whilst allowing the Class Teacher to continue with their lesson undisturbed.

- Teachers in each year group are to buddy-up and organise a procedure whereby a student can be moved to another class with the least amount of disruption
- A 'time-out' area is to be designated with a table and chair (away from other students)
- Students must have sufficient work with them to enable independent engagement
- Class Teacher to inform Key Stage Coordinator and record the incident in the Behaviour Tracker and Pastoral Notes
- Maximum time out of the classroom – 15 minutes

Break Detention

Students can be placed in break detention for low and medium level incidents. Students placed in break detention will not be allowed to have break and will be retained in an appropriate area where they will be supervised.

- Break detention will take place during both breaks at 9:00 and 11:00, lasting for 15 minutes
- A break detention rota will be developed and managed by the Key Stage Coordinators
- SMT will be responsible for setting up a supervision timetable and keep record of students placed in detention
- After 5 break detentions parents will be asked to attend a meeting with the Class Teacher and Key Stage Coordinator
- After 7 break detentions parents will be asked to attend a meeting with the Class Teacher and member of the Senior Management Team

Appendix 5

Procedures for the Movement of Students between Classes and the Playground

Movement between classes – Key Stage 1 and Key Stage 2

Teachers are expected to line students up outside the classroom and walk with them to specialist classrooms. Students are expected to line up in pairs and remain in their lines until they reach the classroom. Teachers must receive the students (ready to collect class) at the end of the lesson. Teachers are expected to be on time and move back to their respective classes in the same manner as mentioned above.

In the case of students swapping classes (Arabic and Islamic), teachers are to remain in the corridors until the Arabic department staff have arrived and until all students are seated in their designated classrooms.

Movement between the canteen and playground – Key Stage 1 and Key Stage 2

Upper Key Stage 2 (Year 5 and 6):

Year 5 and Year 6 teachers are expected to line their classes up, in pairs, outside the classroom at 8:45 and 10:45 (before break). Students are to use the bathrooms before going to the canteen/playground. Once all the students have returned, classes are to move, in an orderly fashion, to the canteen/playground. During break times no students are permitted to be in the corridors. After break, Year 5 and Year 6 are to line-up in pairs, on the football pitch. Teachers are expected to receive students no later than 9:00 and 11:00. All classes are expected to line-up individually and are to be led to their classroom/canteen by the Class Teacher. All classes to stay in line until they reach their classroom/canteen.

A duty rota is to be set up by the Key Stage Coordinator who will delegate two teachers to stay with students until they have finished their snacks. At 9:15 and 11:15 the students are led back to their classroom. No student is to leave until the canteen has been tidied up. Each table will have an assigned table monitor, who will ensure the table is clean.

Lower Key Stage 2 (Year 3 and 4):

Students eat their snacks in the classroom. At 9:00 and 11:00 they line-up in pairs outside their classrooms and move, in an orderly manner, to either the main playground or the KS 2 side path, led by the Class Teacher.

After break, Year 3 and Year 4 are expected to line-up, either on the football pitch or on the side path. Teachers are expected to receive students no later than 9:15 and 11:15. All classes to line-up individually and are to be led to class by the Class Teacher. All classes are to stay in line until they reach their classrooms.

Key Stage 1 (Year 1 and 2):

Students eat their snacks in the classroom. Students are expected to line-up outside their classrooms (in pairs) and move, in an orderly manner, to the main playground.

After break, Year 1 and 2 are expected to line up, in their classes, outside the Key Stage One side doors. Teachers receive students no later than 9:00/9:15 and 11:00/11:15. All classes are expected to line-up individually and led to class by the Class Teacher. All classes to stay in line until they reach their classrooms.

After Break Procedures

Any behavioural issues that require the Class Teacher's attention, are not to be dealt with in the corridors. The teacher/s involved are to document the incident in their Pastoral Notes and Behaviour Tracker and deal with the issue in their first available non-contact lesson. No teacher-student confrontations are to take place in the corridors, during lessons.

If the teacher on duty encounters any incidents during break, they are to report the incident to the Class Teacher and if required, complete an incident report in their first available non-contact lesson.

If the incident involves physical violence, the Key Stage Coordinator and a member of SMT is to be informed and the issue is to be dealt with in accordance with NBA Behaviour and Discipline Policy.

Morning Procedures

School starts at 7am, students will be supervised from 6:45am. Both Key Stage 1 and 2 students will be allowed to wait in the amphitheatre or on the main playground until 7am on a Sunday and 6:50 on Mondays to Thursdays. The Arabic Department will provide supervision on the main playground and in the corridors. No students will be allowed to stay in the classroom unsupervised and will be sent to either the amphitheatre or main playground. Key Stage 1 students will line up in the Key Stage 1 amphitheatre and Key Stage 2 students will move to their classes at the start of registration.

Teachers are to:

- Receive students at 7am on Sunday and 6.50 on Monday to Thursday
- Prepare a starter activity to ensure the students are engaged
- Take the register using SIMS by 7.10
- Any students arriving after 7.10 will be marked late by the Class Teacher on SIMS
- Students arriving after 7.20 will be sent to the reception to get a Late Slip and the receptionist will mark them Late on SIMS
- Teachers are to investigate persistent lateness (two times per week) and inform SLT/SMT
- Teachers will send a message on ClassDojo if a student is absent at the end of Lesson 1

After School Procedures

Key Stage 1:

- Parents/adults and older siblings in Years 5 to 12 can collect students from their classes at 13:30. Teachers are to stand at the door to provide effective supervision

- **Aftercare** – Class Teachers to take students to Aftercare (G1) at 13:45. The sign in sheet is to be completed and handed to the TA/Teacher on duty. The sign in sheet will be returned to the Class Teacher the following morning. Teachers are to wear their high-viz/tabards when escorting their class to aftercare. They must ensure all students are marked on the register are handed over, in an orderly manner, to the aftercare staff
- **Bus** – Students who take the bus home will be taken to the busses by either a TA or bus monitor
- **ECA days** – students are to be taken to their ECA location by the TAs. Students not collected by their parents at 14:25 are to be taken, by the teacher responsible for the ECA, to the Key Stage 1 amphitheatre

Key Stage 2:

- Parents/adults or older siblings can collect students from their classes at 13:30. Teachers are to stand at the door to provide effective supervision
- **Aftercare** – Class Teachers to take students to the Year 5 canteen at 13:45. The tick sheet is to be completed and handed to the TA/Teacher on duty. TAs will keep a folder with all the tick sheets. Teachers are to wear their high-viz/tabards when escorting their class to aftercare. They must ensure all students are marked on the register are handed over, in an orderly manner, to the aftercare staff
- **Bus** – Students in Key Stage 2 will be collected by a member of staff and escorted to the school buses
- Students in Upper Key Stage 2 (Year 5 and 6) who live in Barwa City are allowed to walk home (they will need a permission slip)
- **ECA days** – Students in Key Stage 2 are allowed to walk to their ECAs on their own. Students not collected by their parents at 14:25 are to be taken, by the teacher responsible for the ECA, to the Key Stage 2 amphitheatre

Sibling Pickup Rules

- A permission letter must be signed by the parents
- Only Year 5 and 6 students will be allowed to collect younger siblings
- Once collected by their older siblings, they **MUST** exit the building and go straight to the adult who is receiving the students. If the adult is late, they must wait inside the school gate for drivers or parents. Should students fail to adhere to these procedures, they will not be allowed to collect their younger siblings
- They must leave through the side entrances of the school
- They are NOT allowed to go through the reception area
- They are not to play in the playgrounds
- Once collected by the appropriate guardian, children must not be left unsupervised on school property. Parents are to collect their children and leave the premises as soon as possible

Aftercare

After care is free service provided by the school. NBA reserves the right to prevent a child from attending aftercare should they display undesirable behaviours.

Parents will also be contacted should their children be left in aftercare and/or have to wait in reception after 14:25 on multiple occasions. Communication will be in the form of messages home, letters, phone calls and meetings.

Appendix 6

Strategies for Dealing with Difficult Situations

When dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual student. Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- State expectations clearly
- Remind student of the consequences (use cautiously)
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the student away from the group for a short period.
- Always remember to give a thought driven professional response to a student's behaviour with a view to de-escalating the situation
- Consistency of approach from all adults
- Give the following messages to all students; "I want you to succeed in my class." "You are responsible for your own behaviour."

Appendix 7

Student Blocking Procedure

Should concerning behaviour persist and students have consistently failed to meet the expectations outlined in this policy, the school will institute the Student Blocking Procedure.

Step 1

Parents will meet with Primary SMT and the Key Stage Coordinator where they will be informed of the initial process. A file will be created, in chronological order, detailing clear evidence of concerning behaviour. Block Letter 1 will be issued in both English and Arabic. Minutes of the meeting will be kept. Parents will be asked to sign the letter, if parents refuse to do so staff present will sign and a note of 'failed to sign' will be made on the letter. All block letters are placed in their termly reports, translated into Arabic and emailed to parents.

The CEO will be informed by the Principal.

Step 2

Following a serious incident or within that academic year if concerning behavior/s continues, Block Letter 2 will be issued according to the same procedure as outlined in Step 1, in a meeting with the Primary SMT and the Deputy Principal. All block letters are placed in their termly reports, translated into Arabic and emailed to parents.

The CEO will be informed by the Principal.

Step 3

Should concerns continue, Block Letter 3 will be issued. The Group CEO will approve the issuing of the third and final letter following a serious incident or a continuation of concerning behaviour/s within the same academic year. The final block letter will be issued in a meeting with Primary SMT, the Deputy Principal and the Principal. Block Letter 3 will inform parents of their child's withdrawal from Newton British Academy.

All block letters are placed in their termly reports, translated into Arabic and emailed to parents.