



## **Secondary Behaviour Policy**

**Policy Date: June 2021-June2024  
Next Review Date June 2022**

**'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 Secondary Behaviour and Discipline Policy must be read in conjunction with **Academic and Pastoral Intervention and Support Policy, the Reward Policy and the Anti-Bullying Policy.**

We aim to develop the following Attitudes and Attributes in our students:

### Our Attitudes and Attributes

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

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 21<sup>st</sup> 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, that is enforced by the teachers and followed by the students

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## Secondary Department Expectations

Newton British Academy, Barwa City is accredited by the Department of Education in the United Kingdom and by the Ministry of Education in Qatar, we are regularly inspected to ensure that the school meets the standards set out by these organisations. Due to the academically challenging nature of studying our curriculum at KS3,4 and 5, it is of crucial importance that all students behave in an appropriate manner so there is no disruption to teaching and learning. The general environment of the Secondary School will only be conducive to learning if all students behave in an appropriate manner, poor behaviour will not be tolerated.

It is essential that our students attend school every day, follow all instructions from staff and are courteous and polite. Our students are ambassadors for the school and hence cannot bring the school into disrepute with poor behaviour. The school has a system of graduated sanctions for those who do not comply with our expectations and these will be applied in a fair, consistent and transparent manner.

We appreciate the importance of working closely with our families. It is important to realise that the parents and the school share the responsibility for each student's successful educational experience. Effective home school partnerships are based on mutual trust and respect.

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, Head Boy, Head Girl.
- Medals and trophies awarded for sporting achievements and winning teams on Sports days
- Informal referral to Principal, Deputy Principal, Head of Secondary, Deputy Head of Secondary and Pastoral Staff.

Refer to the **Secondary 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

- 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 and share incident reports in a timely manner
- To complete detailed Incident Sheets/Pastoral Notes.
- To communicate with their HoS, DH, Pastoral Leader 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.
- To use the Secondary Reward Policy consistently to encourage positive behaviour
- To celebrate success with class and Year Group displays

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All teachers are responsible for reporting incidents in and around school. If in doubt they can refer to the HoS, DH and Pastoral Team. 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 Form Tutor, Pastoral Leader, Head of Secondary and Deputy Headteacher for Pastoral Matters. 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 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 Head of Department/ Pastoral Leader for that section of the school KS3-5 and finally a member of the Senior Management Team if the issue is unresolved.

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:

- Wear full school uniform every day- see Uniform Policy
- Attend school every day
- Complete all work (classwork and homework) to a high standard
- To listen to the advice that the teaching staff give with regards to academic or pastoral matters
- 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

### 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
- Special leave must be requested by parents in a timely manner and must be approved by the Head of Secondary
- All students must be punctual for school, lessons, assembly, ECAs and any school-organised activities

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### 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 first whistle has gone for the end of break, students must return to class
- 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 Secondary School are not permitted to sell products (homemade or bought) at school.**

**Students in the Secondary School are not permitted to use mobile phones unless permission is granted by a member of teaching staff (during the school day) .**

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

Incidents will be logged in SIMs. 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**

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

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e l	<ul style="list-style-type: none"> <li>Any other behaviour that causes a serious incident that is impacting on teaching and learning and the safety of the school community</li> <li>Leaving school without permission</li> </ul>	<ul style="list-style-type: none"> <li>Block Letter 2 issued</li> <li>Block Letter 3 issued</li> <li>Withdrawal letter issued blocking re-registration for the following academic year</li> </ul>
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## Appendix 2

### Behaviour Card Procedure

Students are placed on a digital Behaviour Report to help them monitor their own behaviour. Targets and rewards are determined with parents and students. The Pastoral Leader is to meet with the parents to discuss concerns and outline goals of the Behaviour Report. Students on a Behaviour Report 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 Reports are to be commented on and acknowledged by the parents daily. Should a Behaviour Report be lost, it will be replaced by the Pastoral Leader. If the Behaviour Report is not acknowledged by the parents for more than two days, the parents will be contacted. Each Pastoral Leader will keep a record of students placed on Behaviour Cards.

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- Green Behaviour Card – 1 or 2 weeks (First Behaviour Card – signed daily by the Class Teachers)**
- 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)**

## Appendix 3

### Internal and External Suspension Procedures

#### Internal Suspension

The Deputy Head of Pastoral Matters for the Secondary School, will be responsible for keeping records of students placed in Detention, the Reflection Room/ Internal Suspension, Exclusions, 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 SMT/ SLT to be informed
- Parents to be informed either by telephone or in person
- Parent meeting will be held before the Reflection (minutes of the meeting will be kept)
- Detailed incident reports with witness statements must be completed detailing the incident
- Incident reports and witness statements must be saved in the relevant folder

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- Incident and reflection to be documented in Pastoral Notes and the Behaviour Tracker
- All documentation to be shared with the Head of Secondary/ Deputy Principal/Principal to approve the internal/external suspension

The day of the internal suspension:

- Sufficient work must be set for the student by the Class Teachers
- 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 Reflection Room
- A member of Pastoral Team/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 Pastoral Team/ SMT/SLT indicating that the next critical level incident will result in a referral to the Principal/Deputy Principal. The Principal will then inform Group CEO of the situation for further sanctions.

#### External Suspension

External suspensions will be issued by the Principal after consultation with the Group CEO .

- 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 Teachers are responsible for sending work home for the student to complete during the suspension

***Records of students sent to the 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 by a Head of Department/ Pastoral Leader (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 record the incident in the SIMs/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, lasting for 15 minutes
- A break detention rota will be developed and managed by the Pastoral Team
- SMT will be responsible for setting up a supervision timetable and keep record of students placed in detention

### **Appendix 5**

#### **Procedures for the Movement of Students between Classes and the Playground**

##### Movement between classes

Students are expected to move from class to class in a timely and orderly manner, when they arrive at class they are expected to stand outside of the classroom until their teacher arrives and gives them permission to enter.

Teachers are expected to be on time and move back to their respective classes in the same manner as mentioned above.

##### Movement between the canteen and playground

A duty rota is to be set up by the SMT who will delegate teachers to stay with students until they have finished their snacks/ lunch. When break time is finished, expected to return to their classrooms in an orderly and timely fashion. Students are not allowed to leave their table in the canteen until the area is clear of any mess/ rubbish.

##### After Break Procedures

Any behavioural issues that require a Teacher's attention, are not to be dealt with in the corridors. The teacher/s involved are to document the incident in the Behaviour Tracker/ SIMs 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. The Pastoral Leaders/ SMT and SLT must be informed of any major incident as soon as possible.

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

If the incident involves physical violence, the PL, SMT, SLT must be informed and the issue is to be dealt with in accordance with NBA Behaviour and Discipline Policy.

The Pastoral Leaders/ SMT and SLT must be informed of any major incident as soon as possible so that appropriate action can be taken.

### Morning Procedures

Students must arrive to school on time every day.

Teachers are to:

- Form Tutors meet students for registration
- Take the register using SIMS by 7.10
- Any students arriving after 7.10 will be marked late 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 PL,SMT.

### After School Procedures

Key Stage 1:

- **Bus** – Students who take the bus home will walk onto the bus in a calm manner and take a seat.
- **ECA days** – Students will attend their ECA's on time, behaviour in an appropriate manner and engage with the program

Sibling Pickup Rules

- A permission letter must be signed by the parents
- Younger students once collected by their older siblings, **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.

## **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 PL, SMT 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 PL, 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 PL, 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.