



Newton British Academy, Al Dafna

Behaviour & Anti-Bullying Policy 2025-2026

1. Purpose and Objectives:

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school at all times
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Our mission at NBA Al Dafna, is for our learners to have integrity, respect and to be safe. We want our learners to be independent and motivated to be the best they can be. Therefore, we have key rules and expectations which underpin not only our philosophies, but also our principles and our day to day practice.

We are Ready.
We are Respectful.
We are Safe.

2. Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break times
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting/negative physical behaviour
- Smoking
- Discriminatory and inappropriate behaviour
- Possession of any prohibited items



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Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school takes a zero tolerance when it comes to bullying and we aim to prevent bullying at all times in and outside of the classroom; online and in person.

The school takes any report of bullying seriously and will investigate allegations of bullying thoroughly. This may include but is not limited to conversations with individuals or groups, written/scribed statements (using **Incident Record Sheet** – see appendices) and conversations with other members of staff.

Records, analyses and monitored incidents of bullying are confidentially kept and securely stored in school.

- The school supports pupils who have been bullied, and those vulnerable to bullying.
- The school adopts whole-school proactive strategies to prevent bullying.
- The school trains staff and children in preventing and handling bullying.

3. Roles responsibilities

The Principal and SLT are responsible for:

- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy



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- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendices for key documents – copies of all written evidence must be given to the School Counsellor/Parent & Student Affairs Officer (Racha))
- Challenging pupils to meet the school's expectations

The parents where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending behaviour concern/review meetings with staff)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.



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Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback, through termly surveys, on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

The school counsellor will provide extra support and induction for pupils who join our school midway throughout the academic year.

4. School behaviour

NBA Al Dafna pupils believe in and follow the principles of being Ready, Respectful and Safe.

Pupils are expected to:

- Behave in an orderly, safe and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move respectfully around the school
- Treat the school buildings and school property with respect
- Show that they are always ready to learn
- Wear the correct uniform at all times
- Accept sanctions when given
- Engage with any support offered in order to improve behaviour

Refrain from behaving in a way that brings the school into disrepute, including when outside school or online Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.



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5. Our expectations

We understand that our principles require the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

At Newton British Academy Al Dafna, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school.

All adults at the school share these Pillars of Practice;

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

We praise in public, we reprimand discreetly

We expect all children to be at school on time, wearing the correct uniform and ready to learn. We value working with parents and families.

6. Our Approach to Positive Behaviour

We seek to give as much praise and encouragement as we can. We have many positive reinforcements which help steer children towards good behaviour. These also promote self-confidence, responsibility and awareness which in turn promote learning. They are:

- Sincere, precise and timely verbal praise
- Regular reminders of our expectations
- Having responsibilities either in the class or in the school in general, e.g. Student Council and Year 6 prefects
- Having their work displayed in the classroom and around the school in a stimulating, attractive and tidy environment
- In class recognition boards to display those showing the best behaviour
- Daily- Presenting their work to their class and in the weekly newsletter
- Class Dojo Points (House Points)
- Shout Outs/Caught in the Act! – sent home followed up with a Dojo message to parents
- Certificates to go home presented in celebration assemblies
- Star of the Week Tea Party with HoP



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- Full involvement of pupils, parents and staff in reviewing and updating codes of conduct, behaviour strategies through the School council, pupil voice, discussion in class, in assemblies and in PTA & staff meetings

Recognition boards

Can have a clear expectation e.g. Good listening. Children who are added to the recognition board have met and exemplify that expectation. Names shouldn't be removed for other infringements as the child's good behavior isn't undone although a teacher will apply sanctions accordingly for misbehaviour.



The teacher could complete a quiet shout out to further recognise good behaviour with parents. This should be followed up with a Dojo message home e.g. I'm delighted to inform you that Ahmed has received a Shout Out today for his excellent listening.



Traffic Lights & Rainbow Charts

These will remain in all classes with the names of the children in the class laminated together with the children who are taught Arabic in that class as the Arabic staff will use this system to support their behaviour management.



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House Point and Merits



Children earn Class Dojo/House Points for meeting/exceeding our behavior expectations and demonstrating good character i.e. showing respect, kindness, consideration of others, courtesy etc. Here at NBA Al Dafna, we believe that this behavior contributes to making our school environment a positive one, enabling everyone to develop a sense of belonging.



In addition to our House System, children can be awarded personal Merits for making significant progress in their learning. Each child has a personalized Merit Chart to record their Merits. As part of our Feedback Policy, teachers stick in a gold star when a child has earned a Merit. The children then choose a sticker to add to their Merit Chart. A child receives an Achievement Award upon the completion of a Merit Chart, as follows:

Level 1 completed Merit Chart (20 Merits)	Bronze Achievement Award
Level 2 completed Merit Chart (30 Merits)	Silver Achievement Award
Level 3 completed Merit Chart (40 Merits)	Gold Achievement Award
Level 4 completed Merit Chart (50 Merits)	Platinum Achievement Award

(Sample Merit Chart & Achievement Certificate – see appendices)

Achievement Awards are presented in Thursday Morning Assembly by a member of the SLT with parents of the children being awarded, invited. These awards are celebrated in the weekly newsletter.

Rewarding and the acknowledgement of good behaviour is not the same as dangling carrots and certainly isn't bribery. We are encouraging our children to make good choices because that is the right thing to do rather than to get a reward. Teachers should not bargain with students, telling them that if they do this, they will get that etc.

Rewards are mainly about the approval and acknowledgement rather than a materialistic reward therefore staff are not permitted to give out sweets or toys in order to encourage children to meet their behavioural expectations.



7. Delivering Sanctions

Children who break the school rules and choose behaviours that are not **Ready, Respectful** or **Safe** will have to face the consequences of their actions. All areas of the school follow a structured conversation approach to poor behaviour choices. Minor misdemeanors are dealt with through classroom behaviour management and structured conversations.



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Routines are relentless and consistent throughout the school. At all times the voice of the child will be heard and where necessary recorded in a manner suitable for the child's age and ability.

At NBA Al Dafna, we promote responsibility and accountability. Children may be taken to 'Reflection Time' (loss of some of their break depending on the severity of the issue) if they have not corrected their behaviour after the structured conversation or if the incident is deemed to be a serious offence.

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to make the wrong choices must know they are responsible and that there are clear consequences.

At NBA Al Dafna, we do not believe in focusing on what the child did wrong, but look more in depth at what was expected of them, what they should have done and what they will do next time. The focus of our behaviour policy is on correcting behaviour and learning from poor choices, not dwelling on inappropriate behaviour or choices. We link all behaviour to each child's actions and thoughts, thus making the child aware of themselves and the impact of the choices they make.

Our behaviour steps

Clear expectations established for everyone

Step One: The personal reminder.

Step Two: The warning (essentially, the last chance before the child needs time out to reflect).

Step Three: The Time Out- child to go to an appropriate location (e.g. time out spot, wall in the hall/playground or separate desk or class) for a set amount of time taking the child's age into account.



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At the end of the time out the child returns and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.

If the child is not ready to return to learning, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.

Suggested time outs throughout the school:

Time out Nursery to Year 2 – a spot in the classroom to sit and reflect for no more than 5 minutes

Year 3 to 4 – a spot in a partner classroom for up to 5 minutes

Year 5 and 6 – a spot in a partner classroom for up to 10 minutes

If the steps above are unsuccessful, or if a child refuses to go to time out, then, the child will be taken to the Team Leader, for the remainder of the session. If the child still refuses to go to time out, then the member of SLT will be called to support.

As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as practical (not in learning time) to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring. Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.

Teachers may wish to keep a record of the behavior steps however this shouldn't be presented for all the children to see.

Reflection Time:

Children may be taken to 'Reflection Time' (loss of some/all of their break depending on the severity of the issue) if the incident is deemed a serious offence, not working through the behavioural steps. Again, the amount of time is determined by the age of the child and the severity of the offence. Children are to know in advance how long this is for and have the reason explained to them clearly. Children in Reflection Time will have time to think about their behaviour and choices made. They may be given a form to complete, a reflection mind-map based on the expectations, quiet thinking, writing an apology letter or expectation writing. Reflection Time is taken by a Senior Leader at our school.

*If a child has received reflection time this **may** lead to loss of privileges such as their position of responsibility or place representing the school in competitions, on outings, in events, and other activities.*

School Counsellor

The school counsellor (Ms. Racha) keeps a record of serious behavior incidents. She is also available for the children during break times if they need to speak to someone or if they



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require support in order to overcome a conflict. The school counsellor will listen and often will mediate in order to de-escalate a situation. On occasions, the counsellor may request that a child or group of children complete an incident form in order to establish the facts however she will not issue a sanction as this is the responsibility of the teaching staff. Ms. Racha will issue the children with a laminated card in order to inform class teachers that she has supported that child. This will be followed up where deemed necessary.

What are considered serious offences?

- Violent behaviour
- Serious threats and discriminatory behaviour
- Hurtful remarks and personal comments
- Dares – making someone do something they do not want to
- Laughing at an upset person
- Ignoring people and leaving them out
- Damaging work or belongings
- Being unsafe online
- Pressurising children to join in inappropriate behaviour
- Using abusive language towards others
- Intentionally hurting someone- physically or emotionally
- Being disrespectful towards an adult

8. Working with Parents/Care Givers

Parent's involvement in the Behaviour and Expectations process is very important to the way we do things here at Newton British Academy.

Parents will be involved in the Behaviour & Expectations process:

- **Positive praise**- all members of staff are expected to share praise. One way is to distribute a physical note 'Shout Out' which is handed to the child with a positive message and followed up with a short message home via Class Dojo.
- If a child is sent to **Time-Out repeatedly** - the class teacher should communicate this to the parents/carers (short message on Class Dojo) if the child does not make the right choices after this time. This could either be a phone call or a short meeting either before/after school where the parents/carers are informed of the behaviour and sanction provided.
- If a child is sent to **Reflection Time**- the class teacher will communicate this to the parents/carers (short message on Class Dojo). This could either be a phone call, Class Dojo message or a short meeting either before/after school where the parents/carers are informed of the behaviour and sanction provided.
- If the **behaviour does not improve**- The child's parents/carers will be called in to meet with the relevant parties – this is usually the class teacher, School Counsellor



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and a member of the Senior Leadership Team. A behaviour programme may be introduced for an agreed period of time.

9. Severe or significant repeated misbehaviour

In rare and extreme circumstances, the SLT has the right to request that a child be sent home due to severe or repeated significant misbehavior. Where a child fails to respond to our sanctions and support and where parents do not support the aims of this policy, the school has the right to withdraw the child's place at this school.

Revised June 2025	Next Review Date: June 2026
Spencer Bragg (Principal) Ashrafa Mohmed (Head of Primary) Almas Patel (EYFS Coordinator)	



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Appendences

Incident Record Sheet			
Name		Class	
Date of incident		Location	
Others involved		Witnesses	
Statement (what happened?)			
Circle rule broken			
Ready Respectful Safe			
What would you do differently?			
Reflection			
Staff name and signature			



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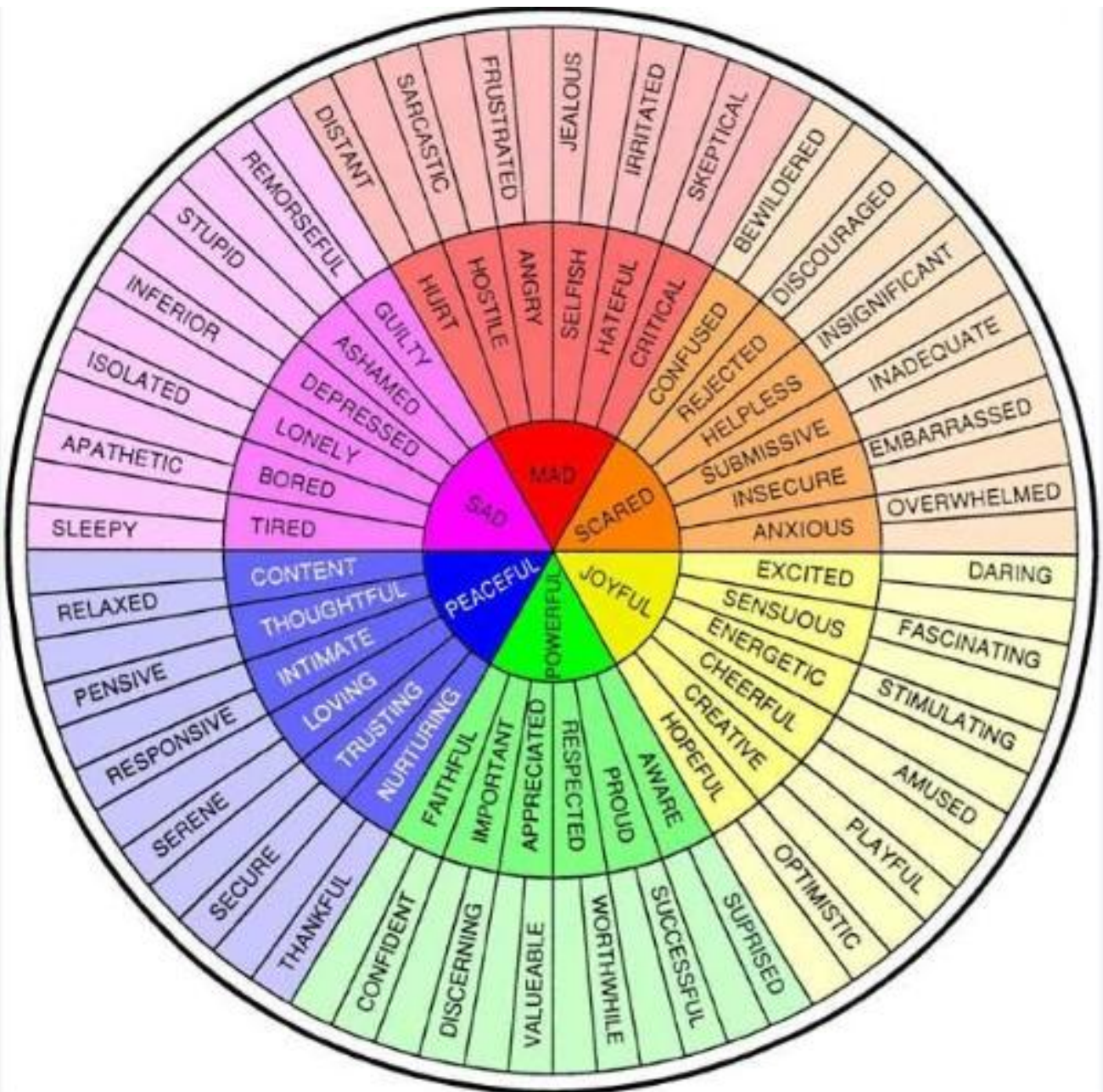
Reflection Sheet		
Name		
Date	Class	
Circle rule broken	Ready	Respectful Safe
Who else was involved?		
Draw, annotate, explain in writing		
What will you do differently next time?		
Staff name and signature		



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Emotional Literacy Wheel





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's Behaviour Log 2024-25				
Class			Class Teacher	
Date	Step 1	Step 2	Time out	Reflection
Where there is a reflection, a reflection sheet should be completed				



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Sample Individual Behaviour Plan

Individual Behaviour Plan		
Name	Class	Date
Behaviour Targets:		
Methods/Resources to meet Behaviour Targets:		
Success Criteria:		
Rewards/Incentives	Sanctions	
Actions and by Whom		

Behaviour plan to be signed by:

Pupil: _____

Parent: _____

Staff: _____

Date: _____



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

Behaviour Report Card

Name:

Class:

Target 1	
Target 2	
Target 3	

Day 1	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Teacher Signed							
						SMT Signed	
	Comments					Parent Signed	
Day 2	P1	P2	P3	P4	P5	P6	P7
Lesson							
Target 1							
Target 2							
Target 3							
Teacher Signed							



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Level 1 Merit Chart

Ahmed's Level 1 Merit Chart			



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Sample Achievement Award

