



مدرسة المتحدة الدولية  
United School International  
The Pearl Island جزيرة اللؤلؤة  
an Orbital Education School

# Primary School Positive Behaviour Policy

United School International

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an Orbital Education School  
The Pearl, Doha, Qatar

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CR No. 142027 | School Code: 31071

## Introduction

United School International, The Pearl is a community of resilient, respectful lifelong learners which offers a safe, supportive, and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At USI we are committed to providing all learners with high quality learning experiences that lead to a consistently high level of student achievement and attitude.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the school and support its Vision Mission and Values.

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to positive behaviour management. This will allow the pupils of USI Primary to enjoy a calm, nurturing and caring environment which will support every child to be versatile, motivated and caring.

### Aims

- To provide a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.
- To promote high standards of behaviour and an atmosphere where all members of the school community feel valued.
- To foster, nurture and value strong and healthy relationships, recognizing these as lifelong skills.
- Ensure an environment in which the students feel safe, secure and respected, and in which effective learning can take place.
- To provide staff with tools to equip students with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To develop intercultural understanding by recognising and celebrating the ethnic, religious, cultural and linguistic diversity of our school community and prompting these aspects as positive features; foster equality of opportunity and a sense of fairness.
- To help students take control over their behaviour and be responsible for any subsequent consequences.
- To ensure that excellent behaviour is a minimum expectation for all.

### Guiding Statement

The purpose of this Guiding Statement is to promote a clear focus on positive behaviour management within our school. It is to provide a consistent structure for behaviour management strategies. The use of positive reinforcement strategies will always be our default approach.

### USI Primary's Vision, Mission and Values

#### Vision

We aim to prepare all USI students for a rapidly changing world by instilling in them our core values of excellence, respect, responsibility, integrity and compassion.

## Mission

We provide a high-quality British style international education in English, balancing tradition and innovation. Our passion is creating a positive, safe and nurturing learning environment in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people. We will endeavor to create opportunities to develop creativity, collaboration and critical thinking skills through an inclusive and personalised experience.

## Values

### Excellence:

**We are ambitious, developing resilience, independence and a life long love of learning.**

### Respect:

**We celebrate diversity, encouraging a respect for the people and the world around us.**

### Responsibility:

**We are engaged, promoting actions and behaviours that support a sustainable future.**

### Integrity:

**We are transparent, honest and ethical in all our relationships.**

### Compassion:

**We are kind and caring, encouraging everyone to succeed.**

Within USI Primary, we have high expectations for all our students, we expect students to demonstrate our USI Values daily. This is recognised through weekly certificates, positive reinforcement strategies, dojo points and recognition boards in the classrooms. We focus on the students who go above and beyond, using this behaviour to model excellence throughout the school.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour'*

**Paul Dix**

## Expectations and Conduct

At USI, staff, students and parents/guardians are all expected to share a collective responsibility for the promotion of positive behaviour.

## Staff

USI staff are required to:

- meet and greet every child every morning
- plan lessons that engage, challenge and meet the range of needs of all students.
- use a visible-recognition mechanism throughout every lesson (recognition board and house points)
- have **high expectations** of students' achievements, attendance and behaviour and challenge when necessary.
- follow up all behaviour, retain ownership and engage in reflective dialogue with students.
- **actively model** the type of behaviour considered acceptable.

- be always alert to signs of bullying and racist attitudes and deal firmly with such issues.
- deal sensitively with children in distress, by listening to them and dealing with any incidents appropriately.
- ensure conversations are held privately with students and not in front of other peers.
- actively establish positive relationships with students, parents, and the wider community.
- recognise the students' achievements, academic or otherwise.
- provide opportunities for the students to demonstrate responsibility.
- maintain a professional approach to discussion related to students.
- actively use the restorative practice to support students.

### **USI Primary Leadership Team:**

Head of Year 1 – Noelle Meenagh

Head of Year 2 – Harvey Shepherdson

Head of Year 3 – Emma O'Brien

Head of Year 4 – Colleen McVeigh

Head of Year 5 – Grainne McBride

Head of Year 6 – Oluchi Uche

Key Stage 1 Lead – Noelle Meenagh

Key Stage 2 Lead – Katy Boyle

SENDCO – Krystal Matthews

School Counsellor – Monika Rudnicka

Assistant Head (Teaching and Learning) - Stephanie Hopkinson

Assistant Head (Pastoral) & Deputy Safeguarding Lead – Amy Morris

Deputy Head Teacher – Daisy Walsh

Head of Primary – Michael Myford

Principal of USI – Ian Evason

Our leadership team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a united consistency in approach to our students.

Our leadership team will:

- Meet and greet students at the beginning of the day.
- Be a visible presence around school to encourage and model appropriate conduct.
- Support staff in returning students to learning by sitting in on restorative reparation meetings and support staff in conversations.
- Regularly celebrate students and staff whose efforts go above and beyond expectations.
- Make sure restorative conversations are completed.
- Ensure a transition period for students moving into a new class.
- Ensure staff training needs identified and met.
- To use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.

## Expectations and Conduct

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible, and highly visible.'*

**Paul Dix**

Teachers will create a welcoming environment by greeting students every morning at the classroom door. If the class teacher is not available, the teaching assistant will be there.

Each morning all students with USI Primary will do an emotional check-in with their teacher. This will be done as a whole class or 1:1 where needed. This will be done continually throughout the school day, to allow students to communicate any emotional needs/changes within the school day.

At the end of the school day, students will complete a check-out, where they will communicate/show their teacher how they are feeling at the end of the day. This is a way of students and teachers building trusting relationships, and for teachers to have a better oversight of the student's emotional well-being.

All adults within United School International, Primary, are looking out for students who are displaying the school values and going over and above. We have a range of ways that students will be recognised for doing so:

### Weekly Certificates

Each class within USI Primary will allocate 1 star of the week certificate per week. Students will receive these certificates for exceeding the school values and modelling this consistently through their school week. These can be awarded within assembly or in the classroom.

### Recognition Board

A Recognition board will be used to encourage social or learning behaviours. For example, 'Kind words', 'Readiness for learning' or 'Engagement in learning' are written on the board. Adults and students in the class can nominate names for the board and there is emphasis on children working together as a team to ensure everyone's name is on the board.

There is an instant celebration when all the student names from the class are on the board, e.g. 5 minute movement break, celebration song, whole class celebration dance.

### Class Dojo Points

Students are awarded points to reflect their commitment to our school values, these are instant and can be given by a member of staff. These points are visible to parents/carers through the Class Dojo, and they can see what they have been awarded for. Children will collect Dojo Points in order to achieve a Bronze, Silver and Gold award throughout the term.

### Positive Recognition (Appendix 1)

Teachers show 'positive noticing' daily to reward positive behaviour during the school day. These are to be focused on 'non-academic' and based on effort rather than attainment only.

### Restorative Approach

*'Punishment doesn't better behaviour, restorative conversations do'*

As a restorative school, USI Primary takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families and members of staff.

Every adult in our school can deal with behaviour incidents. If an incident occurs outside of the classroom, this will normally be dealt with by the staff who is there, using the strategies of our school. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. To minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g., releasing the class teacher to have a restorative meeting with a child.

### Restorative Meetings / Conversations

At USI Primary, we believe that nurturing and restorative practice, combined with clear and high expectations and routines, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child to realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

### Behaviour check in (Appendix 2)

These restorative questions, also known as 'the script,' will be used to support restorative meetings and/or conversations. For Key Stage One, the teacher will begin with the first question and will increase this when they feel it is appropriate and supportive. Within Key Stage 2, the teacher will aim to access all the questions.

What happened?


How were you feeling?

Who has your behaviour impacted?

What would you do differently next time?

What needs to happen now?

*It is ok to feel like that, but it is not ok to do that.*



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### Restorative reflective behaviour log

To support students in moving forward after a behaviour incident they will complete a reflection sheet. **(See Appendix 3 and 4)** The reflection sheets link directly to our emotional check in system for each key stage. These will be kept in their classroom 'reflection file' to support in building a bigger picture of the

students behaviour and to find common themes.

Key stage 1 reflective log (**Appendix 3**) and Key stage 2 reflective log (**Appendix 4**) – note that this can be used for any age student if the member of staff feels it is more appropriate.

## Managing Unacceptable Behaviour

### Unacceptable Behaviours

At USI, the following behaviours are considered to be unacceptable:

- **Physical Aggression:** Any form of hitting, kicking, pushing, or physical harm toward others.
- **Verbal Abuse:** Using inappropriate or hurtful language, including name-calling, shouting, or making threats.
- **Bullying:** Any repeated behavior intended to harm, intimidate, or control another student, including cyberbullying.
- **Disrespect to Staff:** Failing to show respect or follow instructions from teachers, staff, or other adults in the school.
- **Disruptive Behavior:** Actions that disrupt learning or the school environment, such as excessive noise, talking out of turn, or inappropriate use of personal devices.
- **Damage to School Property:** Deliberately damaging or defacing school property or the belongings of others.
- **Dishonesty:** Lying, stealing, or any attempt to deceive staff or other students.
- **Non-Compliance with School Rules:** Refusal to follow established school rules and policies, including uniform policies and appropriate behavior in communal areas.
- **Unsafe Behavior:** Any action that endangers the safety of oneself or others, including leaving supervised areas without permission.
- **Exclusion of Others:** Any behavior intended to isolate or exclude other students, impacting their emotional wellbeing.

These behaviors are addressed through our positive behavior policy, which aims to encourage respect, responsibility and positive social interactions in a supportive learning environment.

The following unacceptable behaviours are considered as 'serious':

- Making offensive or insulting comments, including about race, religion, gender or disability.
- Abuse of alcohol, drugs and other psychoactive substances.
- Any action which brings the school into disrepute.
- Serious, actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Possession of an illegal drug
- Carrying an offensive weapon
- Arson
- Where allowing the student to stay at the school would disrupt the welfare and education of others
- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The list is not exhaustive but provides an indication of the severity of the offence which may lead to permanent exclusion.

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the Orbital Board to ensure that the Principal's decision was lawful,

reasonable and procedurally fair.



## Process and Sanctions

When a student's behaviour does not meet the school's expectations, i.e., it is unacceptable, a range of strategies and/or sanctions may be used to correct this. Infringements of the school's behavioural expectations are dealt with on a progressive scale:

### Sanctions Flowchart for USI Primary:

1. **Low-Level Disruption / Minor Misbehaviour:**
  - **Verbal restorative conversation:** Teacher addresses the behavior with a verbal restorative conversation using the script (appendix 2), reminding the student of expected behaviour.
2. **Repeated Disruption or Moderate Misbehaviour:**
  - **Behaviour Reflection Time:** Student spends time reflecting on their behaviour with a member of staff using our key stage appropriate reflection sheets.  
**Contact made with parents, face to face or on the phone.**
3. **Serious or Persistent Misbehaviour:**
  - **Phone Call Home:** Teacher informs parents/guardians about the ongoing issues and asks for support in addressing the behaviour.
  - **Meeting with Parents:** Parents are invited for an in-person meeting with the teacher, Key Stage Lead or Assistant Head to discuss strategies for improvement.
  - **CPOMs Entry:** Incident is recorded on CPOMs to monitor patterns.
  - **Extended Reflection Time:** Student may have an extended reflection time either during their entire break time or lunch time.
  - **Behaviour Plan:** A formal behaviour plan to be established, detailing the expected behaviours, specific targets, and support strategies. This plan will be **shared with parents** to foster collaboration and ensure a unified approach in supporting the student's development.
4. **Escalated Serious Incident:**
  - **Internal Suspension:** Student is removed from class for a full day or more but remains within the school under supervision, completing set work.
  - **Senior Leadership Involvement:** Deputy or Headteacher becomes directly involved. The incident may lead to more serious disciplinary action.
5. **Very Serious or Dangerous Behaviour (e.g., physical violence, bullying, threats, etc.):**
  - **Urgent meeting with Parents:** Parents are called into school the same day of the incident.
  - **External Suspension (Fixed-Term):** The student is suspended from school for a set period (1–5 days, depending on the severity of the incident whilst an investigation and risk assessment is carried out).

- **Meeting with Headteacher/Executive Head:** After a suspension, a meeting is held with the Headteacher, the student's parents and possibly the Executive head, to discuss the way forward.

#### 6. Final Stage - Extreme Cases:

- **Permanent Exclusion:** If behaviour is deemed extremely serious or if there is no improvement despite previous interventions, the student is permanently excluded from school. A full review with the Orbital Board is held before this decision is finalised.

#### Flowchart Visualisation:

1. Verbal Restorative Conversation → 2. Behaviour Reflection Time → 3. Phone Call Home → 4. Parent Meeting → 5. Behaviour Log (CPOMS) → 6. Extended Reflection Time → 7. Behaviour Plan → 8. Internal Suspension → 9. External Exclusion → 10. Permanent Exclusion

### Continued Offence/ Serious Offence

1. The student should write a statement before the exclusion, highlighting what they did, who was involved and why.
  2. The teacher writes a statement/email.
  3. Parents are contacted.
- If the offence is committed after the strategies above have been applied to help reflection and ownership of their actions, or if a serious offence has taken place, the relevant Head of Primary/Secondary will be informed.
  - The Principal will be informed, and may be consulted with regard to appropriate sanctions, which may be:
  - **Individual Action Plan** monitored by the Class Teacher or by the Head of Primary/Secondary;
  - **Exclusion** from lessons or from school. Exclusions include:
  - **Internal Suspension** (between 1 and 3 days, depending on severity);

Type	Length	With
Internal	1 - 3 days	SLT
	1 - 3 days	HOS
	1 - 3 days	Principal
External	HOS meet with Principal. Student to explain, identify and demonstrate how to rectify their behaviour.	

- **External Suspension** (between 1 and 3 days, depending on severity). Student and parents must meet with the Head of Primary/Secondary on the day of return, prior to the student being permitted back in class;
- **Indefinite Suspension** is an exclusion from school for an unspecified period. This is usually used to enable further investigations into serious incidents to take place;
- **Permanent Exclusion** (expulsion) is the ultimate sanction.

- The Head of Primary/Secondary will contact the parents/guardian, by telephone or e-mail, to inform them of the situation or incident and will arrange a meeting with the student, the parents, and the Form Tutor/Class Teacher (and with the SENCO/Child Protection Officer if necessary).
- The appropriate sanction will be explained at the meeting and subsequently implemented.
- Some offences, where it is the duty of the school to report particular incidents, may lead to Police involvement in order to safeguard the school community.
- The school may also offer support to the student in terms of outside counselling.

## Further Offences

- Further repetition of offences or an offence of an extreme degree of seriousness will be dealt with directly by the Principal and may result in the parents being required to find alternative arrangements for the education of their child, possibly at short notice, in accordance with the school's published Terms & Conditions.
- In such cases, the Principal will inform Orbital Education and discuss options with the IEDO.
- The Principal will notify the parents/guardians of the sanctions by letter.

## Review and Appeal

The review and appeal process for serious disciplinary matters is outlined in and governed by the Concerns & Complaints Policy.

## Unacceptable Punishment

1. Corporal (physical) punishment may not be used at any time. It is against the law to strike a child.
2. Staff may not humiliate students and should avoid shouting at student. They should also discourage students from shouting, so that everyone shows respect and fosters high quality relationships, both between staff and students and between students and their peers.
3. Class-wide punishments should be avoided. The behaviour of Individuals should be addressed, rather than treating all students - some of whom may not have been involved - in the same way.

**The school's behaviour policy will comply with the Ministry of Education and Higher Education's behavioural control requirements.**

## Handling Serious Incidents

In the event of a serious incident, such as physical aggression (e.g. biting), the following procedures should be followed to ensure a professional and effective response:

1. **Immediate Response:** Ensure the safety of all individuals involved. Provide immediate first aid if necessary and separate the individuals involved to prevent further escalation.
  2. **Investigation:** The Senior Leadership Team (SLT), specifically the Assistant Head (Pastoral), Deputy Head of Primary and Head of Primary, will conduct a thorough investigation. This includes gathering all relevant details about the incident, interviewing all parties involved and collecting statements from any witnesses. An initial screening should occur promptly, to assess the severity and determine the next steps.
  3. **Collection of Witness Statements:** SLT members are responsible for collecting written witness statements from staff and pupils who observed the incident. This step ensures an unbiased and comprehensive understanding of the event.
  4. **Documentation:** The teacher involved must log the incident on CPOMs, detailing the event, witness accounts and any immediate actions taken. This process must be overseen by the SLT to ensure accuracy and adherence to school policies.
  5. **Parental Communication:**
    - **When to Report:** Parents should be informed as soon as possible after the incident has been stabilised and initial safety measures are in place, typically on the same day before the student reports it to parents. Follow-up communication should occur promptly after further investigations or actions.
    - **Who Should Report:** SLT members, specifically the Assistant Head (Pastoral), Deputy Head of Primary or Head of Primary, will handle communication with parents.
    - **How to Report:**
      - **Initial Contact:** Arrange a face-to-face meeting with parents, ideally on the same day as the incident. If immediate meetings are not feasible, initiate contact via a phone call to inform parents and arrange a meeting.
      - **Meeting with Parents:** The SLT member leading the communication will present the details of the incident. This meeting provides an opportunity to share factual details, actions taken and planned steps moving forward.
      - **Follow-Up:** After the meeting, a written summary should be sent to the parents, outlining the key points discussed, agreed actions and any follow-up steps. For incidents requiring ongoing management, regular updates should be provided to keep parents informed.
  6. **Follow-up and Recovery:** After communicating with parents, the SLT will establish a clear plan for any further steps, including behavioral support or adjustments as necessary. These actions should be documented in CPOMs and continuous support should be provided to the students and staff involved.
  7. **Incident Review and Closure:** The SLT should conduct an incident review to identify any lessons learned and ensure that future risks are mitigated. This review process provides valuable insights for improving school responses and maintaining a safe environment.
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## Appendix 1 – Positive recognition



### Positive Recognition at USI.



**Notice the small stuff**



**Recognition Boards**



**Note home to parents**



**Class Dojo Message**



**Phonecall Home**

## Appendix 2 – Behaviour check in (script)

What happened?

How were you feeling?

Who has your behaviour impacted?

What would you do differently next time?

What needs to happen now?



*It is ok to feel like that, but it is not ok to do that.*

**Appendix 3 – Restorative Reflection Sheet KS1**

# Reflection sheet

1. What happened? (Circle)



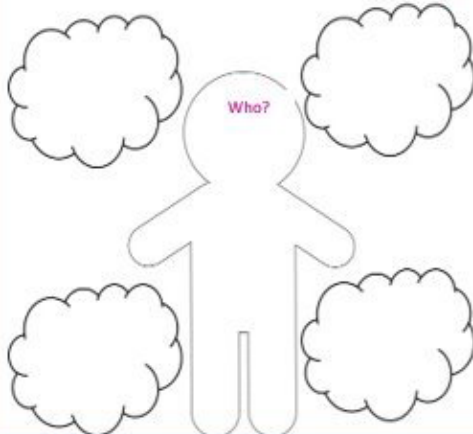
2. What were **you** thinking at the time?



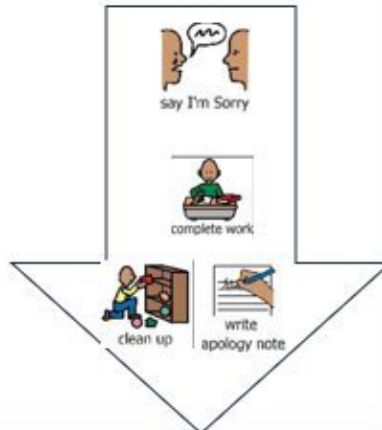
3. How do **you** feel now?




4. Who was affected by your actions? How do **they** feel?



5. what can **I** do to fix it?




**Reflection sheet**




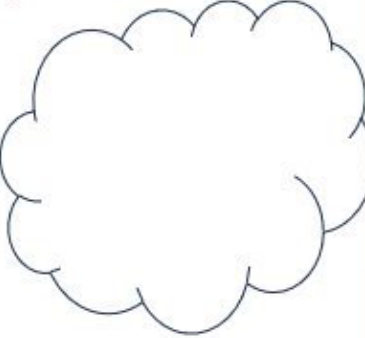
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1. What happened? *(Write or Draw)*

2. What were **you** thinking at the time?




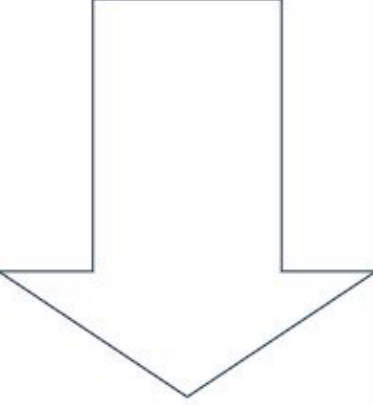




3. How do **you** feel now about what has happened?

4. Who was affected by your actions?  
How do **they** feel?  
How have **they** been affected?





**Monitoring and Review**

This policy is to be reviewed annually, though any deficiencies or weaknesses in Primary School Behaviour Policy arrangements will be remedied without delay.

This policy will be reviewed by The Executive Principal.

This policy will be approved by The Executive Principal.

Date when the policy was last approved: **January 2025**

Date when the next review is due: **January 2026**

This Guiding Statement is not contractual and is subject to change at the discretion of the Orbital Education Group, as our Positive Behaviour Policy.