

Behaviour for Learning Policy 2026 - 2027

Foundation and Primary School

Approved/Reviewed by	
D Davey - Assistant Head, Primary & Designated Safeguarding Lead	
Date of review	August 2026
Date of next review	August 2027



1. Rationale

At Safa British School, we reject the use of corporal punishment in any form. Our behaviour policy is integral to fostering a nurturing and inclusive environment where every child feels valued, respected, and supported. This policy is designed to promote mutual respect, positive behaviour, and academic excellence, thereby encouraging a lifelong love of learning. Our behavioural standards are anchored in the core values of honesty, respect, tolerance, consideration, and responsibility. We believe that instilling these values is crucial for developing well-rounded individuals who can thrive both socially and academically.

We understand that a student's behaviour is closely linked to their social and emotional wellbeing. Consequently, our approach to managing behaviour involves understanding and addressing each child's underlying needs. Rewards and reflections are applied thoughtfully, considering the individual circumstances of every student. Effective behaviour management is a collaborative effort that involves students, parents, school staff, and, when necessary, outside agencies. We are committed to building strong partnerships to support students' behavioural development and ensure a consistent approach across all environments.

Behavioural expectations are clearly communicated to students, staff, and parents. We aim to provide consistent support and guidance to uphold high standards of behaviour. Our staff members receive the necessary support and resources to handle various situations and effectively support individual student needs. Our policy emphasizes the importance of positive reinforcement. We focus on recognising, praising, and rewarding positive behaviours through systems such as House Points and other intrinsic and extrinsic motivators. By highlighting expected behaviours, we cultivate a positive school culture where students are motivated to excel.

While we prioritize expected behaviours, we have clear procedures in place for addressing unexpected behaviours. These procedures are fair, proportionate, and consider the wider context of each child. Our goal is to guide students towards making better choices and learning from their experiences through restorative justice. As an inclusive school, we cater to children with diverse needs. When applying our behaviour policy, we take into account the unique context of each child, ensuring that responses to behaviours are fair and supportive. We strive to create a safe and supportive environment where positive behaviour is the norm. Through collaboration, clear expectations, and a focus on well-being, we aim to help every student develop the skills and values needed to succeed both in school and in life.

2. Aims

- Ensure all students make the best academic progress in a safe and well-ordered learning environment.
- Enable staff to facilitate personalized and innovative learning experiences effectively.
- Enhance students' self-esteem and ensure they feel safe within the learning environment.
- Maintain consistency across all Key Stages, responding fairly to unacceptable behaviour.



- Ensure all members of the SBS community (staff, students, parents) understand, respect, and adhere to our behaviour policy.
- Foster a culture of praise, encouragement, and strong work ethic to develop confident and resilient learners.
- Promote self-regulation, self-esteem, respect for authority, and positive relationships based on mutual respect.
- Encourage mutual support among staff when faced with challenging behaviour.
- Support children in understanding their responsibilities regarding behaviour and address the concerns of staff and students appropriately.
- Deliver the policy consistently, ensuring no discrimination based on ethnic or national origin, culture, religion, or gender.
- Encourage parents and carers to work in partnership with the school to maintain high behavioural standards and provide clear communication systems.
- Raise awareness of cyberbullying and its consequences among students, staff, and parents.
- Encourage students to take responsibility for their behaviour and consider its impact on themselves and others.
- Guide staff in taking a holistic and measured view of individual behaviour to support students in becoming the best versions of themselves.

3. Policy Statement

Guidelines for Students

- Move respectfully around the school.
- Arrive at school on time.
- Contribute to a positive learning environment.
- Demonstrate a passion for learning.
- Focus on developing life skills and personal responsibility.
- Follow the guidance and authority of teachers.
- Respect cultural diversity, traditions, and beliefs, including those of the UAE.
- Use technology safely and responsibly according to National Online Safety guidelines.
- Wear the appropriate school uniform, both in and out of school.
- Wear simple jewellery that complies with uniform guidelines.
- Treat other students and their possessions with respect.
- Use appropriate language in lessons and around the school.
- Eat only in the canteen and designated spaces at permitted times.
- Avoid chewing gum, fizzy drinks, caffeinated drinks, fast food, and food deliveries on school grounds.
- Maintain the cleanliness and tidiness of the school site.
- Adhere to the no mobile phone policy.



In the Wider Community

- Respect the values and diversity of our community.
- Abide by the law.
- Respect others on social media and other devices.
- Represent the school positively when in uniform, including on trips, buses, and fixtures.
- Always Uphold the values and positive reputation of Safa British School.

Shared Responsibility:

- Students, staff, and parents share responsibility for maintaining high standards of behaviour at SBS.
- By partnering with parents/carers, we can positively influence and demonstrate the behaviours needed for children and young people to become successful citizens and leaders.

Primary Leadership Team (PLT):

The PLT supports staff in implementing this policy.

School Staff Commitments:

- Develop, implement, and revise a clear behaviour policy.
- Model the values and behaviours expected from students.
- Proactively address all behaviour issues.
- Apply the policy fairly, transparently, and consistently.
- Maintain a positive learning environment with high behavioural standards.
- Communicate clearly, respectfully, and promptly with all stakeholders regarding behaviours.
- Support students in learning from their behavioural choices, including facilitating restorative justice.

Student Expectations:

- Strive to embody the SBS way and encourage others to do the same.
- Take responsibility for their choices.
- Reflect honestly on mistakes, use them as learning opportunities, take restorative action, and avoid repetition.

Parent Responsibilities:

- Understand and value the importance of behaviour in society and learning.
- Support and reinforce the school's ethos and values at home.
- Support the school's decisions regarding behaviour policy implementation, working closely with teachers and leaders.



- Communicate effectively and respectfully with the school and their child about behaviour matters, especially during consultations or behavioural discussions.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

4. Foundation Stage

Foundation Stage

Social and Emotional Behaviour:

Children in Foundation Stage are learning appropriate behaviours and how to make positive choices. We support them by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries.
- Explaining the consequences of behaviours and offering choices.
- Involving children in conflict resolution.
- Sharing behavioural information with parents/carers.
- Using strategies to support turn-taking (e.g., sand timer).
- Communicating and modelling positive behaviour with various tools (e.g., visuals, gestures).
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict (e.g., sufficient resources).
- Providing opportunities to discuss feelings, emotions, and behaviour.

We also promote our Safa values and discuss what makes a good friend.

Rewards Systems:

- Manage behaviours as they occur.
- Immediate praise and rewards.
- Use stickers for good choices.
- Weekly, one child per class takes home the class camel; the house bear goes home with another child, shared via Seesaw.

Managing Unexpected Social Behaviours:

For persistently disruptive behaviour, we:

- Clearly state the behaviour is unacceptable.
- Support the child in finding solutions.
- Provide time away to calm down and reflect.
- Collaborate with parents/carers for consistency.
- Work with the Director of Inclusion for an Individual Education Plan if needed.
- Liaise with outside agencies for additional support.

Handling Concerning Behaviours:

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For more serious behaviours (in line with PSED age expectations), we may:

- Remove the child from the situation to spend time with the Head of Early Years/Heads of Year.
- Seek immediate support from EYFS staff/inclusion team.
- Log behaviour on the school management system (Class Charts or CPOMS).
- Contact parents/carers for possible early pick-up or reduced timetable.
- Use positive handling techniques if necessary.
- Arrange urgent meetings to discuss support.
- Refer to outside agencies for further observations and assessments.

Given the young age of the children and their developing understanding of behaviours, each consequence will be tailored to the specific situation.

5. Primary Phase

- Expected behaviour standards are based on SBS expectations.
- Behaviour management is tailored to each student's developmental stage and individual needs.
- Emphasis on positive reinforcement and use of various incentives and rewards.
- Rules and expectations are clear, familiar to students, and consistently applied.
- Mutual respect and good behaviour are reinforced in all settings, including assemblies, ECAs, and school trips.

Managing Behaviour:

- A clear pathway of consequences for behaviour falling below SBS standards/levels.
- Consequences help students understand what went wrong, why, and how to improve.
- Minor issues are handled by teachers; persistent or serious matters are referred to Heads of Year, Pastoral Leaders, and the Primary Leadership Team.
- Interventions are proportional, consistent, and reasonable, considering the needs of all involved.

6. Staff Guidance – Social Behaviour

Staff should recognize that social behaviour often has underlying causes. When students exhibit:

- Extreme behaviours
- Patterned behaviours over time
- Sudden changes in behaviour

Staff should be alert to potential child protection issues and seek advice from the Designated Safeguarding Lead. Additionally, staff can consult other trained professionals, such as the Director of Inclusion, the School Counsellor, and the School Doctor, to support the child.

Best Practices for Handling Unexpected Behaviour:



- **Positive Reinforcement:** Highlight and reaffirm expected behaviours.
- **Proactive Approach:** Anticipate and prevent situations that may lead to unexpected behaviours.
- **Calm and Respectful:** Remain calm, respectful, and fair in all interactions.
- **Physical Contact:** Avoid physical touch unless trained and necessary for safety.
- **Behaviour vs. Child:** Address the behaviour, not the child.
- **Warning System:** Implement a clear warning system for low-level behaviours, providing feedback and opportunities for change.
- **Parental Collaboration:** Work with parents to support behavioural change through strategies and school-home plans.
- **Clear Communication:** Clearly explain unexpected behaviours and required changes in an age-appropriate manner.
- **Respectful Handling:** Avoid public embarrassment for students.
- **Timely Consequences:** Assign and follow through on consequences promptly.
- **Fresh Starts:** Allow students a fresh start after resolving behavioural incidents.
- **Praise and Recognition:** Notice and praise positive behavioural changes and inform parents.
- **Documentation:** Log behaviour on the school management system (CPOMs) as required.
- **Fair Assessment:** Investigate the full circumstances of each incident and assign consequences without prejudice.

7. Staff Guidance – Learning Behaviour

While there is no clear boundary between social behaviour and learning behaviour, we recognize that learning behaviour refers to the cognitive habits and actions that facilitate effective learning. At Safa British, we hold high expectations for both learning and social behaviour.

Key Learning Behaviours:

- Perseverance and GRIT
- Active listening using oracy strategies
- Making cross-curricular links
- Problem solving and reasoning
- Reflecting
- Collaborating
- Questioning

Promotion and Development of Learning Behaviours:

Learning behaviours are cultivated through:

- The taught curriculum
- Bespoke learning skills
- Daily enrichment opportunities
- Student leadership roles
- Element of Wellbeing/ Diversity Curriculum
- Trips, visits, and guest speakers
- House competitions





- External curriculum enrichment events
- Online learning platforms (e.g., Century)
- Assemblies and more

Reaffirming Positive Learning Behaviours:

The school's reward systems are designed to reinforce positive learning behaviours and help students understand the characteristics of effective learners:

- Planning opportunities for a wide range of learning behaviours in daily lessons and enrichment
- Rewarding efforts to become better learners
- Valuing the learning process and journey over the outcome
- Making learning visible by discussing cognitive strategies and behaviours
- Emphasizing the importance of a growth mindset
- Viewing mistakes as positive learning opportunities eg. Use of reflection sheet
- Encouraging self-progress rather than comparison with others

8. Recording Behaviour

Where a pupil's behaviour or performance in class is deemed unacceptable by the teacher appropriate action must follow. Communication and escalation must not be solely dependent on verbal communication; serious behavioural logs must be entered on CPOMs/Classcharts (Level 2, 3 & 4 See Appendix 2). Behaviour is largely a matter of choice; our policy should help students take responsibility for their choices so they can learn, improve and develop as individuals. To help staff understand the pathway for communication, a tiered system has been created. Positive Reinforcement of our children's learning choices are recorded on Classcharts as housepoints.

9. Restorative Justice Approach

A restorative justice approach is used where appropriate to help students reflect on their behaviour. We avoid asking a student solely 'Why did you do that?' as it is not relevant to resolving the conflict and often students do not know why. The process aims to guide the student towards thinking about how they felt and thought at the time of the behaviour and how this could be linked to their choices, and why they chose that behaviour. This is followed by a time for the student to reflect and consider the impact their actions have had on others and how they will make amends (restore), hence taking personal responsibility.



REFLECTION



Name:

Date:

What behaviour am I reflecting on?

Why did I choose this behaviour?

How did this behaviour impact my class mates or friends?

What could I do differently next time?

How can I make it better?

Parent Comment & Signature

Teacher Comment & Signature



Appendix A:



Rewards

Our House Point system is an integral part of our rewards culture. It is designed to recognise and celebrate students who consistently demonstrate our core values and **Elements of Wellbeing**. These elements—**Kind Minds, Happy Hearts, Everyone Matters, Independent Individuals, and Safe Surfers**—are embedded across all areas of school life and guide the way we reward positive behaviour and attitudes.

How House Points Work

Teachers can award House Points at their discretion during lessons, school activities, or social times. These points are a way to positively reinforce:

- Excellent effort and engagement
- Acts of kindness, empathy, or inclusion
- Demonstrating resilience, responsibility, or independence
- Supporting the wellbeing of others
- Showing leadership or going above and beyond
- Promoting digital safety and respectful online behaviour

Wellbeing-Aligned Categories

Every House Point awarded is linked to one or more of the school's wellbeing strands:

- **Kind Minds** – for showing compassion, kindness, and emotional regulation
- **Happy Hearts** – for fostering joy, positive relationships, and self-confidence
- **Everyone Matters** – for celebrating diversity and including others
- **Independent Individuals** – for demonstrating responsibility, curiosity, and perseverance
- **Safe Surfers** – for modelling safe and respectful use of technology and personal choices

House Points are recorded by teachers and contribute to weekly House totals, celebrated in class and whole-school assemblies.

House Point Certification

Award	Points required	Action Taken
Bronze	50	<ul style="list-style-type: none"> • Certificate presented in class. • Sticker & Prize
Silver	125	<ul style="list-style-type: none"> • Certificate presented in class. • Sticker & Prize



Gold	225	<ul style="list-style-type: none"> · Certificate presented in class. · Sticker & Prize · Photo on Seesaw
Amethyst	300	<ul style="list-style-type: none"> · Certificate presented in class. · Treat at the end of the academic year eg.Tea party with Mr Horwell · Name, photo and blurb on weekly newsletter.

Other Awards

Award	Action Taken
The Class Award (Weekly)	Each year group have agreed milestones within their own class for a weekly award.
Safa Star	Each week a child will be awarded Safa Star to celebrate academic or personal successes. This is awarded in assembly.
Headteacher's Stamp	Awarded for a range of achievements: <ul style="list-style-type: none"> · Supporting a school event – showing responsibility. · Impressive work · Huge improvement towards learning. · Outstanding contribution to the local community or school life. · Representing the school at a local/national level. · Enthusiastic participation in enrichment activities.

We monitor that no group of students are over or under-represented in our allocation of house points.

Some students will get more – deservedly – some will get less, but all teachers will endeavor to award HPs consistently every day. Classcharts will be checked weekly to ensure all teaching staff are awarding HPs.

Behaviour interventions

To ensure that students are able to reflect on behaviour that is not up to the standards expected at SBS, interventions will occur at the following stages. AHT will monitor the students each week / each term and will act accordingly using the scale found in AppendixB Levels of Unacceptable Behaviour, where examples of the different levels of unacceptable behaviour can be found.

• **Level 1 - Low Level Disruption**

- ☐ Class teachers will give students 3 warnings to change their behaviour
- ☐ After this, time for a chat and reflection time with your class teacher
- ☐ The class teacher will contact home to inform parents of the disruption and agreed actions.

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- **Level 2 - Mid Level Disruption**

- ☐ Class teacher to inform their HOY of disruption
- ☐ HOY will arrange a restorative meeting with Class Teacher and student
- ☐ HOY will contact home to inform parents of the disruption and agreed actions.
- ☐ Incidences to be recorded on Classcharts

- **Level 3 - High Level Disruption**

- ☐ Student will be sent to AHT office
- ☐ AHT will arrange a restorative meeting with parents
- ☐ AHT will decide appropriate next action with Head of Primary
- ☐ Repeated or continued High Level Disruption will lead to students being placed on **Academic or Behaviour Report** and may lead to **Internal Isolation**. AHT and Director of Inclusion to create this report.
- ☐ Incidences to be recorded on Classcharts

- **Level 4 - Serious Offence**

- ☐ Student will be sent to Head of Primary / Principal depending on level of seriousness
- ☐ Senior Leadership Team will decide appropriate next action which may include **Internal Isolation** or a **Fixed term Exclusion**
- ☐ Incidences to be recorded on CPOMs/Classcharts

Behaviour Report – this is a form of monitoring behavioural issues. The student must get the tokens from the teacher from each lesson or activity throughout the day. The AHT and the student's teacher will oversee the 'Behavioural Contract' process with the student reporting to them at regular intervals determined by the AHT & Director of Inclusion.

Internal Isolation – this sanction may be appropriate for serious or persistent behaviour issues. A student may be placed in internal isolation for a specified period of time and supervised by the PLT.

Fixed term Exclusion – this may only be authorised by the Principal, or another member of the PLT, in her absence. It may be considered for students who have committed serious disciplinary offences.



Appendix B: Levels of Unacceptable Behaviour



Levels of Behaviour

Year 1



LOW-LEVEL DISRUPTIONS

LEVEL 1

- Age-appropriate misbehaviour
- Disrespecting peers (unkind words to peers)
- I need my turn rule (repeated)
- Swearing (more than once occasion)
- Repeating / ignoring instructions
- Speaking or talking at their belonging
- Physical / verbal violence towards a child (low)
- Continuous low-level disruption
- Not behaving in an assembly/CCA/specialist/bus



MID-LEVEL DISRUPTIONS

LEVEL 2

- Demonstrating three repeated level 1 behaviours
- Verbal abuse towards peer or staff member
- Not behaving in an assembly/CCA/special/bus (repeated)
- Stealing or taking others' belongings (repeated)
- Repeated physical/verbal violence towards a child (low)
- Use of inappropriate language / swearing (repeated after correction)



HIGH-LEVEL DISRUPTIONS

LEVEL 3

- Persistent refusal to obey school rules
- Leaving school without permission
- Bullying behaviour, verbal/physical name-calling or exclusion, (deliberate exclusion or humiliating comments Level 2 and Level 2 behaviour)



SERIOUS OFFENCE

LEVEL 4

- Demonstrating continued behaviours despite being placed on a behaviour contract
- Engaging in serious & repeated bullying (physical, verbal, emotional)
- On-going cyberbullying
- Abuse or assault
- Repeated & severe non-compliance with school rules & policies
- Committing serious acts or threats of violence towards a member of staff
- Possession of inappropriate materials (i.e. weapons)
- Serious & intentional damage to school property or theft
- Demonstrating racist, sexist or discriminatory behaviour or language



ACTION

- Reflection time with your teacher
- Verbal reminder with behaviour clearly explained
- Private redirection (if non-verbal cue teacher-led restorative conversation)
- Teacher to inform parents informally
- Apology, if appropriate



ACTION

- HOY informs & contacts home to discuss incidents & agreed actions
- Class buddy consequences (e.g. time away from privilege)



ACTION

- HT to decide if child will go on behaviour contract & appropriate actions including restorative solution
- Loss of privileges (Level 1)
- Class teacher to implement agreed strategies on per behaviour contract



ACTION

- Parents called in for an urgent meeting (involved where applicable)
- Safeguarding team
- Delivery contract where (inclusion, counselling, behaviour specialist)
- Temporary removal from trips, clubs, or leadership positions
- Head of Primary will decide on appropriate actions. Final decision on internal exclusion may be decided.

GRADUATED PASTORAL RESPONSE THROUGH CLASS CHARTS MONITORING

CLASS CHARTS POINTS		SUGGESTED PASTORAL RESPONSE
	5	• Parent informed by the class teacher and behaviour monitored.
	10	• Head of Year review to identify patterns and implement supportive response.
	15	• Parent meeting with the Assistant Head Teacher to review concerns and agree next steps.
	20	• Behaviour Contract considered, alongside targeted pastoral support where appropriate.
	30	• Individual Behaviour Support Plan and/or referral to Inclusion, Counsellor or Safeguarding Team, where appropriate.
	40+	• Leadership review, Conference, possible internal exclusion, external support and in further cases required.



Please note: This framework provides guidance to support consistency across the school. Decisions are made with fairness and in the best interests of the child, considering individual circumstances and the school's values of respect and responsibility. Restorative practices, inclusive interventions and our shared commitment to wellbeing and learning underpin our school community.



Levels of Behaviour

Year 2 – Year 6



LOW-LEVEL DISRUPTIONS LEVEL 1

- Demonstrating age-appropriate misbehaviour
- Wasting time in lessons
- Using inappropriate language or making disruptive noises
- Failing to follow instructions
- Interrupting or talking while the teacher or another student is speaking
- Disrespecting property
- Being off-task, including inappropriate use of devices
- Not listening or distracting others
- Breaking agreed class rules
- Turning camera off without permission or not responding when prompted by the teacher
- Using chat or reactions in a distracting way (e.g. emojis, off-topic messages)
- Making insensitive or joking comments about current events (e.g. war/conflict) without understanding impact



ACTION

- Verbal reminder with behaviour clearly explained
- Private redirection or non-verbal cue
- Reflection time in class (e.g. short pause or move seat)
- Teacher-led restorative conversation
- Apology if appropriate



MID-LEVEL DISRUPTIONS LEVEL 2

- Demonstrating three repeated Level 1 behaviours
- Making discriminatory comments
- Showing disrespect towards peers
- Leaving the classroom without permission
- Using a device inappropriately (e.g. messaging or Airdrops during class)
- Using inappropriate language (swearing)
- Displaying poor behaviour during assembly, ECA, specialist lessons, or on the bus
- Engaging in physical contact such as hitting, pushing, or shoving another student
- Using verbal abuse towards a peer or staff member
- Engaging in acts of vandalism
- Repeatedly ignoring instructions
- Demonstrating minor incidents of dishonesty or cheating
- Repeatedly not engaging in live lessons (e.g. not completing tasks during lesson time)
- Repeated misuse of chat or private messaging that disrupts the flow of the lesson
- Sending off-task or distracting messages to others during learning time
- Repeating or encouraging insensitive comments about current events or nationalities



ACTION

- HCY intervenes and contacts home to discuss incident
- Reflection sheet to be completed and signed by parents. Reflection & incident to be logged on Classcharts
- Class-based consequence (e.g. time away from privilege)



HIGH-LEVEL DISRUPTIONS LEVEL 3

- Demonstrating six combined Level 1 and Level 2 behaviours
- Stealing or taking belongings of others
- Demonstrating deliberate or repeated physical aggression intended to harm or intimidate another student/staff member
- Engaging in bullying behaviour, including repeated actions such as unkind name-calling, deliberate exclusion, or targeted behaviour intended to cause emotional harm
- Demonstrating passive bystander behaviour by witnessing unkind or harmful actions and choosing not to report
- Cheating during an assessment
- Swearing at an adult or refusing to leave an environment when directed
- Engaging in discriminatory harassment
- Participating in cyberbullying
- Leaving the school premises without permission
- Posting inappropriate or unacceptable comments, images, or GIFs in chat or shared spaces
- Using profanity (swearing) in chat or during live lessons
- Deliberately playing or initiating emergency alerts (e.g. missile/air raid alarms), causing fear, panic, or distress



ACTION

- AHTs to decide if the child should be placed on a behaviour contract
- Internal isolation (one lesson/half/full day, depending on severity)
- Restorative meeting before reintegration
- Counsellor referral where appropriate
- AHT to phone home/ schedule meeting
- Loss of privileges or participation in school events (e.g. Fixtures, ECAS)
- Formal letter sent to parents via ISAMS



SERIOUS OFFENCE LEVEL 4

- Demonstrating continued behaviours despite being placed on a behaviour contract
- Engaging in severe and repeated bullying (physical, verbal, or emotional)
- Persistently participating in cyberbullying
- Committing or attempting abuse or assault
- Repeatedly and severely failing to comply with school rules or adult authority
- Committing serious acts or threats of violence towards a peer or member of staff
- Being in possession of inappropriate materials/substances (e.g. weapons/vapes)
- Causing severe and intentional damage to school property or committing theft
- Demonstrating racist, sexist, or other forms of discriminatory behaviour or language
- Inappropriate device usage featuring extreme content
- Unauthorised recording, screenshots, or sharing of live lessons, in breach of student safeguarding
- Using targeted profanity or offensive language directed at another student or adult online or in a call
- Persistently using current events (e.g. war/conflict) to justify or direct unkind, aggressive, or discriminatory behaviour towards others



ACTION

- Parents called in for urgent meeting
- Safeguarding team involved (where applicable)
- External agency referral (inclusion, counselling, behaviour specialists)
- Reintegration meeting required before return to class
- Temporary removal from trips, clubs, or leadership positions
- Formal letter sent to parents via ISAMS
- Immediate referral to Deputy Head/ Head of Primary
- Fixed-term or internal exclusion considered



SERIOUS OFFENCE LEVEL 5

- Two or more incidents from Level 4 within a defined period
- Serious and malicious physical assault on a student or staff member requiring medical intervention
- Possession, use, or intent to distribute drugs, alcohol, vapes or harmful substances on school premises
- Use or threat of a weapon on school grounds
- Major breach of UAE law or conduct requiring police involvement
- Persistent, targeted, and premeditated bullying or harassment, despite multiple interventions
- Deliberate and large-scale damage to school property with financial or safety implications
- Endangering the safety of the school community, e.g. triggering fire alarm maliciously, tampering with safety systems



ACTION

- Immediate intervention by Head of Primary/Principal
- Permanent exclusion may be considered
- Fixed-term or internal exclusion
- Referral to safeguarding and external agencies where appropriate

GRADUATED PASTORAL RESPONSE THROUGH CLASSCHARTS MONITORING

CLASSCHARTS DEMERITS	SUGGESTED PASTORAL RESPONSE
5	• Parent informed by the class teacher and behaviour monitored.
10	• Head of Year review to identify patterns and implement appropriate support strategies.
15	• Parent meeting with the Assistant Head Teacher to review concerns and agree next steps.
20	• Behaviour Contract considered, alongside targeted pastoral support where appropriate.
30	• Individual Behaviour Support Plan and/or referral to Inclusion, Counsellor or Safeguarding Team, where appropriate.
40+	• Leadership review to determine personalised intervention, additional support and any further actions required.



Please note: This framework provides guidance to promote consistency across the school. Professional judgement will always be applied, taking into account the context of each incident, the individual needs of the student, their age, developmental stage, any identified additional needs, previous interventions and the severity or frequency of behaviours. Support and consequences may therefore be adapted to ensure responses are fair, proportionate and in the best interests of the student and the wider school community.

Other policies supporting this document include:

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