SAFA BRITISH SCHOOL

Unlocking the potential of every child.

Individuality. Community. Excellence.

SS Sixth Form Behaviour for Learning Policy

2026–2027

Secondary School

Approved/Reviewed by	
Principal	
Date of review	August 2026
Date of next review	August 2027

Policy Statement

At Safa British School, we strive to nurture confident, independent and resilient learners who are equipped to reach their full potential. We aim to develop self-confidence and excellence throughout our school community. Through positive education and our ACHIEVES ethos, we help students develop the character strengths that will prepare them for the challenges of tomorrow. The mental health of our students is at the core of our decision-making. This policy embeds our commitment to promoting and monitoring wellbeing while upholding positive behaviour. It also sets out a clear, targeted approach to supporting students when their wellbeing is less than optimal and changes in their patterns of behaviour are identified. We believe that all members of the community have the right to feel safe and that wellbeing and behaviour should be prioritised collectively.

1. Rationale and Intention

The intention of this policy is to reduce inconsistency and improve communication among all stakeholders. Positive behaviour is expected to support learning, progress, wellbeing and achievement for all students. In addition to promoting positive behaviour, we aim to recognise and respond to mental wellbeing needs that may negatively affect a student's behaviour. We do so without corporal punishment and with a focus on positive reinforcement.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management
- Outline our system of rewards and sanctions
- Increase understanding of mental health issues and how they can impact behaviour
- Promote positive mental health for all students
- Pursue specialised, targeted approaches for vulnerable students
- Provide support and implement action plans for vulnerable students
- Create an atmosphere where students' emotional wellbeing is valued and respected
- Develop positive relationships
- Differentiate outcomes appropriately for vulnerable students

2. Definitions

Academic Misbehaviour is defined as:

- Continued low-level disruption in class
- Non-completion of classwork or homework
- Poor attitude to learning
- Copying work or plagiarism
- Lack of lesson equipment
- Missed deadlines
- Failure to follow instructions
- Late to lessons

Pastoral Misbehaviour is defined as:

- Incorrect uniform, hair, jewellery or make-up
- Disruption on school grounds, in corridors between lessons, at break or lunchtime, or after school
- Inappropriate behaviour on the school bus
- Use of a mobile phone during school hours

- Misuse of technology
- Use of a device at break or lunchtime
- Chewing gum
- Inappropriate language
- Inappropriate social or emotional behaviour towards others
- Late to school

Serious misbehaviour is defined as:

- Persistent breaches of the school rules
- Any form of bullying
- Physical abuse, which is any unwanted physical touch
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist or discriminatory behaviour
- Truancy
- Aggressive or intimidating behaviour
- Taking photos or videos of any member of the school community without consent
- Possession of any prohibited items. These include, but are not limited to:
  - Knives, weapons or sharp items
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Lighters
  - Fireworks
  - Pornographic images

Any article that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to any person (including the pupil), or damage property

Confiscation

Any prohibited items found in students' possession will be confiscated and stored at the main reception. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students' parents after a discussion with senior leaders and parents.

Random bag and locker searches may be carried out by members of the Senior Leadership and Pastoral Teams at various times during the school year.

3. Academic Dishonesty

What is academic dishonesty?

Academic dishonesty and malpractice in the Secondary School include, but are not limited to, the following:

- Taking unauthorised material into the examination room, including

a mobile phone, an electronic device, a student's own rough paper, notes, etc.

- Use of AI to complete assigned tasks
- Misconduct during an exam/assessment/assignment, including any attempt to disrupt fellow students
- Copying the work of another candidate in the examination room
- Copying from the mark scheme when past papers are set for homework
- Referring, or attempting to refer, to unauthorised material related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school staff responsible for the conduct of an examination
- Including offensive material in a script
- Accessing unauthorised examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community after the examination (especially in cases where peers have missed the sitting and are required to catch up)
- Using an unauthorised calculator during an examination
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations
- Fraudulently creating results

4. Mobile Phones, Devices and Uniform

Mobile phones: Safa British School has a no-mobile-phone policy (see Appendix 3).

Students are not permitted to use their mobile phones during the school day. If a student has a mobile phone, it must be switched off or placed on silent and secured inside the Safa Mobile Phone Pouch in the student's bag. If students are seen with their phones during the school day, the phones will be confiscated and placed in the SLT office until a Safa Pouch has been purchased.

Students may use their phones at the end of the day when exiting the building **at reception only**. *If a student needs to contact their parents, they must do so via reception.* Any use of the device during the school day, even to contact parents, will result in sanctions in line with the Behaviour Policy. If parents need to contact their child urgently during school hours, they should contact reception.

Sixth Form mobile phone use: Sixth Form students may use their mobile phones only while they are in the Sixth Form Common Area. When students are outside the Sixth Form Common Area (including the SPS Room), the whole-school mobile phone policy applies in full.

Safa British School accepts no responsibility for any loss or damage to phones whilst they are on school premises.

Laptops: Safa British School is a Bring Your Own Device (BYOD) school.

All students are expected to bring their laptop with them daily. It should be fully charged, and students are responsible for taking care of it. Laptop chargers must be PAT tested and should also be brought to school if the laptop has a short battery life. If a student is unable to bring their laptop to school, parents should email their child's Form Tutor as soon as possible, explaining the situation and providing a timeframe for the laptop to be repaired.

Being a BYOD school supports our no-mobile-phone policy. If students need to access the internet, take photos or make films, they must use their laptops. Laptops and other devices must not be used to send messages to other students during the school day. Where this occurs, appropriate interventions will be put in place by the Form Tutor and Head of Year.

The school internet is monitored constantly, ensuring that students are safeguarded against inappropriate content. Students are not permitted to use the internet for any activity

outside of a learning activity set by the teacher.

SBS will adhere to the latest government guidance regarding social media access for pupils under the age of 15. Pupils under this age will not be permitted to access or use social media applications on personal devices while in school, including through the Bring Your Own Device (BYOD) programme. This reflects the school's commitment to promoting online safety, safeguarding and the wellbeing of all pupils.

When laptops or iPads are left unattended in a student's bag, students should ensure that the devices are in protective cases and that the bag is left in a place where it cannot be damaged. Students should place their bags in their lockers at break and lunchtime to prevent devices from being damaged. All lockers are monitored by CCTV. Where a student does not follow these protocols, Safa British School accepts no responsibility for any loss of or damage to devices and phones whilst they are on school premises.

Break and lunchtimes: To encourage social interaction and communication, we are a device-free school during break and lunchtime. Students who are seen using their devices will receive a warning and subsequently earn a demerit. Sixth Form exception: Sixth Form students may use their devices in the Sixth Form Common Area during break and lunchtime for academic work, such as updating personal statements and university applications.

Uniform: Safa British School has a strong community ethos; our appearance and uniform reflect this and our pride in belonging to the school community. All students are expected to wear the correct uniform each day. This includes, but is not limited to, the following:

- Clean, pressed, Safa-branded uniform with appropriate all-black school shoes or trainers.
- Hair colour should be subtle and natural. Parents will receive an email from their child's Form Tutor or Head of Year should any hair colour be deemed inappropriate. Students will have until the beginning of the next school week to alter their hair to a more suitable colour.
- Make-up should be natural with a very light application.
- Nail extensions, gel or Shellac manicures, and nail polish are not permitted. However, exceptions may be granted as a KS4 reward in accordance with HOY/HOKS requirements.
- Jewellery: girls may wear one pair of small stud earrings, and both boys and girls may wear a watch. However, additional jewellery may be permitted as a KS4 reward in accordance with HOY/HOKS requirements.
- When students have PE, they may attend school in the correct school PE kit. If students have a sporting ECA that day, they are expected to come to school in uniform and change into their ECA clothing before the activity. Their ECA sports kit should be brought separately.
- Parents will receive an email from their child's Form Tutor or Head of Year if their child's uniform does not meet the school's expectations, including issues relating to jewellery or make-up. Following this communication, a reasonable period of grace will be provided to allow the issue to be addressed. If the concern persists beyond this period, parents will be contacted again and asked to collect their child so that the uniform issue can be rectified before the student returns to lessons.

Demerits in line with this policy are issued for students who wear inappropriate uniform, jewellery and make-up.

Sixth Form uniform: Sixth Form students must present themselves in smart business attire. Casual clothing, such as shorts, jeans and sportswear, is not permitted. Clothing must also be culturally appropriate. Smart trainers or smart shoes are permitted; gym or training shoes are not permitted.

Drop-down/dress-up days: These are enjoyable occasions when students have an opportunity to wear non-uniform clothing, should they wish to take part. However, as these days take place at school, we still expect modesty and appropriate dress. Should a student wear attire that is deemed inappropriate or offensive, parents will receive a call from the Form Tutor or Head of Year and will be asked to bring suitable clothing to school. Students will be removed from activities until they have received appropriate clothing.

5. Roles and Responsibilities:

The Head of Secondary:

The Head of Secondary is responsible for reviewing this Behaviour Policy in conjunction with the Principal and Deputy Headteacher. The Head of Secondary will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and that rewards and sanctions are applied consistently.

- *The senior leadership team will support staff in responding to behaviour incidents.*

Staff

Staff are responsible for:

- Modelling positive behaviour.
- Implementing the Behaviour Policy consistently.
- Monitoring changes in patterns of behaviour.
- Providing a personalised approach to students' specific behavioural needs.
- Recording positive and negative behaviour incidents once a reflective discussion has taken place.

Parents:

- Support their child in adhering to the Student Code of Conduct. This includes signing the Behaviour Contract at the beginning of the academic year to confirm agreement with the content of the Behaviour Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form Tutor or Head of Year promptly
- Discuss any subject concerns with the subject teacher or HOD first
- Sign their child's Report Card daily where appropriate
- Support with an Action Plan when appropriate

6. Student Standards and Expectations:

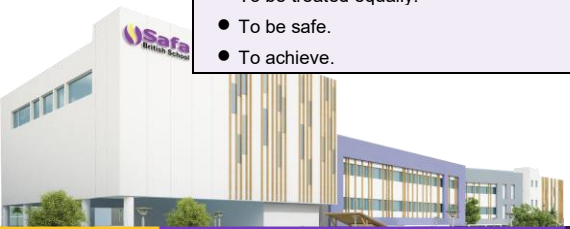
At Safa British School, we believe our standards of behaviour should be underpinned by the basic principles of honesty, respect, consideration and responsibility. We expect our students to always behave appropriately within school and the wider community. Staff should aim to recognise, praise and reinforce positive traits of behaviour, which will in turn promote positive mental wellbeing, rather than focus on negatives or previous failings.

Our standards of behaviour will:

- Promote a safe and well-ordered learning environment for all students.
- Allow students to develop their self-esteem and feel safe within the learning environment created.
- Develop mutual respect between students and teachers.
- Be consistent across all faculties and year groups.
- Allow all students to fulfil their academic potential.

Student expectations

RIGHTS	RESPONSIBILITIES
• To be valued and treated with respect. • To be treated equally. • To be safe. • To achieve.	• To respect and be tolerant of the views of others. • To respect the property of others and the school. • To support each other. • To treat staff and other students with respect.



	• To help each other achieve. • To ensure actions do not hurt others physically or emotionally. • To represent Safa British School inside and outside school.

Expectations while at school

- Respect and uphold the values of Safa British School.
- Attend school regularly and be punctual to school and lessons.
- Maintain a positive attitude to learning.
- Behave in an orderly and controlled manner and move around the school calmly.
- Respect members of staff and other students.
- Understand that every member of our community shares responsibility for a positive learning environment.
- Take pride in personal appearance and wear the Safa British School uniform correctly.
- Do not chew gum or bring fizzy or caffeinated drinks or fast food to school.
- Do not bring nuts to school.
- Help to keep the school site clean and tidy.
- Complete homework and submit it on time.
- Do not loiter in toilet facilities.
- Do not bring vaping devices to school.

In the wider community

- Respect the values and diversity of the community.
- Remain lawful and law-abiding.
- Respect others when using social media and other devices.
- Uphold the values and positive reputation of Safa British School.
- When wearing school uniform, remember that you represent the school, including on excursions and school buses.

7. Monitoring Behaviour:

Recording behaviour

- Behaviour is often a matter of choices made by the student. Our policy encourages staff to help make students aware of the consequences of their actions and encourage them to choose their actions favourably. This helps build accountability that their choice of action is based on a known consequence.

- All positive and negative behaviours, whether minor or major, are entered onto Class Charts by all staff members, including SLT, Heads of Key Stage, Heads of Department, Heads of Year, Form Tutors and teachers.

Reasoning when applying demerits: Where a student displays uncharacteristic negative behaviour, staff will reflect with the student before deciding whether to issue a demerit.

For recurring patterns of behaviour, consequences may vary depending on whether the issue relates to a student's attitude or emotional vulnerability.

- All staff will be able to analyse records to acknowledge achievements and identify any concerns that may arise. Where needed, relevant staff will contact parents. Issues in a particular subject will be monitored by Heads of Department, Heads of Year and Heads of Key Stage.
- In cases where a student's behaviour is deemed unacceptable, a behaviour log will be entered onto Class Charts as per guidance from our Behaviour for Learning Chart.

Roles in monitoring behaviour:

All students will be given one warning and an opportunity to modify their behaviour before a demerit is issued. Students must be told why they have been issued a demerit. All behavioural demerits and interventions must be logged on Class Charts.

- All staff – All staff will help to promote and build a positive educational environment. They are responsible for recording all positive and negative behaviour on Class Charts. Individual staff members are responsible for managing minor incidents themselves and reporting them if necessary.
- Subject teachers – Positive Education is built on praise and support. It is a subject teacher's responsibility to promote a positive learning environment and address behaviour concerns in the classroom. Teachers should record both positive and negative behaviour on Class Charts. Teachers may use their discretion to allow extensions to task deadlines or impose an in-class detention to help a student build accountability.
- Heads of Department/Faculty – Heads of Department and Faculty are responsible for monitoring behaviour within their areas. They are responsible for implementing Academic Action Plans for students who persistently display negative behaviours in their departments, e.g. incomplete homework, inappropriate in-class behaviour, missed deadlines or failure to bring the correct equipment to lessons. The Head of Department should contact home, liaise with the subject teacher and log details on Class Charts. Heads of Year may also refer students to Heads of Department following their weekly analysis, where needed. They will help promote an ACHIEVES environment built on praise and support while developing the skill set that students need to succeed.

- Form Tutors are responsible for building positive relationships with the pupils in their tutor group and creating a supportive, inclusive environment where every pupil feels valued. They monitor the daily attendance, punctuality, behaviour and wellbeing of pupils within their tutor group. They will regularly review Class Charts to identify patterns of merits and demerits, celebrating success whilst addressing concerns through restorative conversations and early intervention. They will communicate any emerging concerns to the Head of Year and work collaboratively with parents, subject teachers and pastoral staff to support pupils where appropriate. Form Tutors are responsible for implementing the first stage of behaviour monitoring, including the Green Report, and will maintain regular communication with pupils regarding their progress and targets. They will ensure that pupils understand the impact of their choices and encourage them to reflect on how they can continue to develop both academically and personally. Form Tutors will deliver the ACHIEVES programme as part of the weekly pastoral schedule.
    - Heads of Year – Heads of Year are responsible for monitoring their year group's behaviour, AW data, punctuality, attendance and wellbeing. They will share behaviour analyses and records with their tutor team weekly, or more regularly if necessary. Heads of Year are responsible for celebrating student success, addressing negative behaviour and attitudes, updating relevant stakeholders, participating in the report-stage processes, and dealing with major incidents involving their year group. They will help promote an ACHIEVES environment built on praise and support.
    - Head of Key Stage – The Head of Key Stage has overall responsibility for the pastoral teams. They will monitor and work closely with Heads of Year on the behaviour, attendance and wellbeing systems. They will deal with major incidents, including safeguarding concerns, and ensure that the systems for staged reports are followed. They will contact and meet with students, staff and parents if behavioural issues continue. They will help promote an ACHIEVES environment built on praise and support.

- Assistant Head of Pastoral – All Level 5 incidents will be directed immediately to the Assistant Head of Pastoral. The Assistant Head of Pastoral will assist with major incidents where the Head of Key Stage requires support.

8. Rewards (see Appendix 5)

Staff are encouraged to help promote an ACHIEVES environment built on praise and support. Staff are encouraged to praise students who consistently uphold the values of Safa British School, make significant improvements in performance, AW, or show resilience.

Praise is also appropriate when students contribute to school life and the wider community or go above and beyond to help those around them.

Methods of praise may include, but are not limited to, the following:

- Immediate verbal praise
- Merit marks
- Email or phone calls home to parents
- Commendations
- Special responsibilities/privileges
- Student shout-outs in the newsletter or in assembly
- Termly and annual attainment awards
- Termly and annual progress awards
- Termly and annual Spirit of Safa awards
- Termly and annual house awards
- Attendance awards

Managing behaviour in the classroom is, in the first instance, the responsibility of the member of staff in charge. Behaviour levels exist on a scale of 1–5 and increase in seriousness.

Students must be told when a demerit is issued, and it must be recorded on Class Charts.

A range of outcomes may be applied as consequences for the levels in the Behaviour for Learning Chart. One or more students may be asked to provide a statement outlining the details of an incident before an intervention is put in place. Further details are provided below.

1. Reflective discussion: A discussion with the Form Tutor gives students an opportunity to explore the factors that led to their behaviour. This will help students build accountability for their actions.
2. **Demerit:** Students will be issued a warning prior to any demerit being given.
3. Detention: All detentions will be logged on Class Charts. Detention timings will vary depending on the level of sanction. If a student does not attend a detention, the sanction will be escalated accordingly and repeatedly, if needed. All detentions incorporate a reflective element, with pupils completing a reflection form supported by the supervising member of staff.

- **Level 1:** Warning followed by a demerit on Class Charts if behaviour continues.
- **Level 2:** Restorative Detention – 15-minute lunchtime detention.
- **Level 3:** Restorative Detention – 30-minute lunchtime detention.
- **Level 4:** Internal Isolation – location and supervision arrangements to be confirmed.
- Level 5: External Exclusion (AHT/DH/HoS)
- Internal Isolation: This sanction is used to avoid external suspension or exclusion from school. The

number of days will be decided in consultation with SLT. The student will work independently from their year group, with work provided by subject teachers. The student must attend a reflection meeting with the appropriate members of the pastoral team to discuss expectations for future behaviour before being reintegrated into the school environment.

- External Exclusion: This sanction will be used in extreme cases and may be an escalation from an internal suspension. Where an incident is deemed sufficiently serious, a period away from school will be communicated to parents. This may be for 1–5 days, in accordance with KHDA recommendations. The student must attend a reflection meeting with the appropriate members of the pastoral team to discuss expectations for future behaviour before being reintegrated back into the school environment.
    - Contact home: automatic Class Charts emails are sent to parents. All other phone calls and emails must be logged in the iSAMS Notes section.
    - Parental meeting: parents may be invited to discuss single or repeated incidents. The Head of Year, Head of Key Stage, Assistant Headteacher or Head of Secondary will outline the expected outcome. A summary of the discussion must be recorded in iSAMS Notes and followed up by email.
    - Permanent exclusion: where a student has committed a serious offence and no appropriate alternative remains, the student may be required to leave the school. This will be agreed and communicated by the Principal in accordance with KHDA requirements.
- The report system will provide a clear framework for monitoring progress, celebrating improvements, and identifying areas for development.

The proposed stages are:

- **Green Report** – monitored by the Form Tutor, focusing on early intervention, restorative conversations and the development of positive routines.
- **Yellow Report** – monitored by the Head of Year, providing increased pastoral support, regular reviews and communication with parents.
- **Orange Report** – monitored by the Head of Key Stage, offering targeted intervention, closer monitoring and multi-agency support where appropriate.

Parents will be informed when their child is placed on a report card and will receive regular updates on their child's progress, ensuring a collaborative approach between home and school.

Academic Action Plans

- Academic Action Plans are utilised for students in Key Stages 4 and 5.
- Academic Action Plans should be facilitated jointly by the Head of Year and Head of Key Stage, with input from Heads of Department where appropriate. This collaborative approach ensures that pastoral and academic support are aligned, enabling staff to implement consistent strategies while maintaining regular communication with parents and students.

Level	Lead	Behaviour / Threshold	Possible Actions
Level 0	**Whole Staff**	Low-level Behaviour for Learning concerns, including: • Late to school or lessons • Disruptive behaviour in lessons • Chewing gum/eating in class • Inappropriate language • Incorrect uniform • Failure to follow instructions • Unprepared for lessons • Lack of work in lessons • Missing/incomplete homework • Misuse of learning devices (iPad/laptop) or AirPods/earbuds	**1st occurrence:** Restorative conversation and opportunity to rectify behaviour. **2nd occurrence:** Classroom intervention (e.g. seating plan change) and behaviour recorded on Class Charts with a **0-value demerit** for monitoring purposes.
Level 1	**Whole Staff**	Third repeat of a Level 0 behaviour.	• **Level 1 demerit** recorded on Class Charts. • Restorative conversation • Subject teacher may contact parents where appropriate.

Level	Lead	Behaviour / Threshold	Possible Actions
Level 2	**Form Tutor**	Accumulation of **3 demerits** within a half term.	• **15-minute lunchtime restorative detention.** • Reflection form completed with the supervising member of staff. • Parent/carer contacted. • Behaviour reviewed with the Form Tutor. • Consider placement on a **Green Report**.
Level 3	**Head of Year**	Accumulation of 6 demerits within a half term or failure to attend a Level 2 detention. Examples include: • Out of bounds (e.g. Primary buildings) • Bullying, intimidation or discriminatory behaviour • Leaving the classroom without permission • Truancy • Fighting or aggressive behaviour (play fighting or intentional) • Disrespect towards any member of the school community • Misuse of a mobile device (refer to the SBS Mobile Phone Policy)	• **30-minute lunchtime restorative detention.** • Reflection form completed. • Parent/carer contacted and meeting arranged where appropriate • Behaviour monitored by the Head of Year • Consider placement on a Yellow Report. **Bystanders to Level 3 behaviours:** Head of Year discretion.
Level 4	**Head of Key Stage / Assistant Headteacher**	Accumulation of a further **3 demerits** (9 total within a half term). Repeated Level 3 behaviours or failure to attend a Level 3 detention. Examples include: • Intimidation of students or staff • Bringing the school into disrepute • Damage to school or student property	• 30-minute lunchtime restorative detention. • Reflection form completed. • Parent/carer meeting. • Behaviour support strategies reviewed • Placement on an Orange Report **Bystanders to Level 4 behaviours:** Head of Year discretion.
Academic Dishonesty	**Head of Key Stage / Assistant Headteacher**	Academic dishonesty, including plagiarism, cheating, AI misuse or collusion.	• 30-minute after-school restorative detention. • Parent/carer meeting. • **N/A awarded** for the assessment or assignment in accordance with the Academic Integrity Policy. • Restorative conversation regarding academic integrity.
Level 5	**Deputy Headteacher**	Accumulation of more than 12 demerits. Repeated Level 4 behaviours or failure to attend a Level 4 detention. **Examples include:** • Creating or sharing explicit or illegal content. • Possessing or using prohibited items, including smoking or vaping materials.	• **5-day Behaviour Report Card.** • Parent/carer meeting. • Individual behaviour support plan implemented and monitored. Bystanders to Level 5 behaviours will be addressed at the discretion of the Head of Secondary.
Level 6	**Head of Secondary**	Accumulation of a further 3 demerits (12 total) or unsuccessful completion of a Behaviour Report Card. Continued escalation of behaviour. Examples include: • Endangering the safety of the school community (e.g. deliberately activating the fire alarm) • Serious or persistent breaches of the Behaviour Policy • Behaviour that constitutes a breach of UAE law	• **Internal Exclusion** (1–3 days). • **External Suspension** (1–3 days), in line with the school's Behaviour Policy and UAE regulations. • Reintegration meeting following return to school.

Reward	Recognition may be given for
Merits	Demonstrating ACHIEVES values, a positive attitude to learning, a high standard of work, and strong practical engagement or performance.

Reward	Recognition may be given for
Commendations	Using ACHIEVES in a special or innovative way.
Newsletter shout-outs	Going above and beyond, achieving something extraordinary, or receiving a subject or year-group commendation.
Term Assembly Awards	Supporting personal, peer or community learning; progress; attainment; or recognition from peers, tutors or Heads of Year.
Reward Events	Pizza parties, excursions and student-choice activities.

ACHIEVES behaviours

Value	Examples
A	Being kind, showing respect, looking out for others and showing gratitude.
C	Building positive relationships, working as a team, mentoring others and setting a good example.
H	Making positive choices, managing stress, promoting a healthy lifestyle and showing a positive attitude in PE.
I	Demonstrating strong learning habits, research skills and diligence towards personal goals and career aspirations.
E	Showing optimism, self-control, confidence, resilience and a growth mindset.
V	Demonstrating Safa spirit, community spirit and bringing value to the wider community.
E	Nurturing passions, maintaining focus and dedication, and going the extra mile.
S	Demonstrating confidence, grit, determination, responsibility, reflectiveness and innovation, academically or socially.

Procedure for Major Incidents

For example, fighting, bullying, serious damage to school property, or smoking/vaping on site. This list is not exhaustive.

Incident happens	
Academic/subject-specific incident: the Head of Department must be informed as soon as possible.	Pastoral incident: the Head of Year and/or Head of Key Stage must be informed as soon as possible.
Staff members should ask the students involved, including witnesses, to write statements on the official Incident Statement Form. Do not ask any leading questions. Record the demerit on Class Charts.	The Head of Year/Head of Key Stage should ask the students involved, including witnesses, to write statements on the official Incident Statement Form. Do not ask any leading questions. Record the demerit on Class Charts.
If the incident is deemed a safeguarding issue, the Designated Safeguarding Lead must be informed as soon as possible. The DSL will investigate further, and details must be entered on CPOMS.	
Follow-up review: one week after the incident, the relevant Head of Year, Head of Key Stage or Head of Department will meet with the student and contact parents. Class Charts, iSAMS and CPOMS must be updated where necessary.	
Reintegration: the relevant Head of Year, Head of Key Stage or Head of Department will meet with the student and parents to agree a reintegration plan. The Form Tutor must be informed and monitor the situation.	