



SAFA
BRITISH
SCHOOL

Behaviour for Learning Policy 2024 - 2025

- Needs new Levels document from akvile and confirm wellbeing elements are becoming the new house points system

Approved/reviewed by	
Assistant Head of Pastoral	
Date of review	August 2024
Date of next review	August 2025

1. Rationale

At Safa British School, 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 recognizing, 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 behavior.
- Ensure all members of the SBS community (staff, students, parents) understand, respect, and adhere to our behavior 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 behavior.

- Support children in understanding their responsibilities regarding behavior 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 behavioral 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 behavior and consider its impact on themselves and others.
- Guide staff in taking a holistic and measured view of individual behavior 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 behaviour and making 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.
- House point tokens for following class rules, counted weekly for house groups.
- 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:

For more serious behaviours, 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 (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 (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. By asking 'Why?' it also provides students with the opportunity to find a justification, which does not promote taking personal responsibility. 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. 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).

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:

SAFA BRITISH SCHOOL

GOLDEN GUIDELINES

Reminder!
Anyone who is causing a disruption to learning or play time will be reminded that this is not a good choice.

it's time to talk...
Time for to chat with your teacher and understand why your behaviour is not a good choice and how it is impacting your classmates.

THINK TIME!
Thinking time will be given in an agreed space. Once you have had some thinking time you can return to your lesson and later discuss the events with your teacher. You will fill in a reflection sheet.

NEXT STEPS
You decide your own next steps based on your behaviour, your teacher can help if you like. You may need to apologise to your class mates. We will have to speak to your Mum and Dad.

CHECK IN
If this happens a couple of times in a term you may need to see your Head of Year or Miss Davey. We know this will be a very rare occurrence.



Levels of Behaviour

LOW-LEVEL DISRUPTIONS

LEVEL 1

- Age-appropriate misbehaviour
- Wasting time in lessons
- Inappropriate Language/Noises
- Failure to follow instructions
- Interrupting/talking when the teacher or another student is talking
- Disrespecting property
- Off task behaviour including inappropriate device usage
- Not listening. Distracting others
- Breaking class rules

ACTION

Reflection time with your teacher

MID-LEVEL DISRUPTIONS

LEVEL 2

- Continuous low-level disruption
- Discriminatory comments
- Disrespecting peers
- Leaving the classroom without permission
- Inappropriate device usage (i.e. messaging during class/airdrops)
- Swearing
- Poor behaviour in an assembly/ECA/Specialis/Bus
- Intimidating Behaviour
- Verbal abuse towards peer or staff member
- Vandalism
- Repeatedly ignoring instructions
- Minor incidents of dishonesty or cheating

ACTION

HOY intervenes & contacts home to discuss incidences & agreed actions

HIGH-LEVEL DISRUPTIONS

LEVEL 3

- Persistent refusal to obey school rules
- Constant Level 2 behaviours
- Stealing or taking others' belongings
- Deliberate physical/verbal violence towards a child/adult
- Bullying behaviour, including repeated name-calling or exclusion
- Cheating in an assessment
- Swearing at an adult/refusal to leave an environment
- Discriminatory harassment
- Cyberbullying
- Leaving school without permission

ACTION

AHT to decide if child will go on behaviour contract & appropriate actions including internal exclusion. AHT to phone home

SERIOUS OFFENCE

LEVEL 4

- Behaviour contract is ineffective & behaviours continue
- Severe & repeated bullying (physical, verbal, emotional)
- On-going cyberbullying
- Abuse or assault
- Repeated & severe non-compliance with school rules & authority
- Serious actual or threatened violence against peer or member staff
- Possession of inappropriate materials (i.e. weapons)
- Severe & intentional damage to school property or theft
- Racist, sexist or discriminatory behaviour or language

ACTION

Head of Primary will decide on appropriate actions. Fixed exclusion or internal exclusion may be decided.

Rewards

Teachers can award 'Housepoints' per lesson at their own discretion. These 'Housepoints' can be given for effort or academic performance.

There is a choice of which housepoints can be allocated, and this is left to the teacher to decide. Staff can choose to award 3 different amounts of House points. Please see below.

We seek to promote and reward good behaviour in a variety of ways including the following:

Earning Housepoints/ Purple Points

S School/Subject	B Being active/teamwork	S Supporting the Community
P- Positive Attitude & Mindset	P- Positive Sportsmanship	P- Positive Relationship
U- Understanding yourself as a learner	U- Understanding teamwork	U- United
R- Resilient	R- Respect for everyone	R- Recognize Diversity
P- Pride in your work		
L- Listening Skills	P- Pride and Purpose	P- Polite and Mannerly
		L- Legacy
E- Enthusiastic	L-Learn from our success and failure	E- Empathetic
	E-Enjoyment & Energy	
'School/subject 1' – worth 1 HP 'School/subject 3' – worth 3 HP 'School/subject 5' – worth 5 HP	'Being Active 1' – worth 1 HP 'Being Active 3' – worth 3 HP 'Being Active 5' – worth 5 HP	'Supporting the Community 1' – worth 1 HP 'Supporting the Community 3' – worth 3HP
		'Supporting the Community 5' – worth 5 HP

The Badge Awards

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 Zara · 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.
Positive Potatoes/ Class Camel	Each week a child will be awarded with a class mascot to celebrate character.
Safa Star	Each week a child will be awarded Safa Star to celebrate academic or personal successes.
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.

How students can be awarded House points?

Subject/Effort (S)

1 HP	3 HP	5HP
<ul style="list-style-type: none"> · Displaying manners · Showing a kind mind to others · Collaboration and teamwork · Actively participating in class · Showing preparedness for tasks and activities · Neat work · Having the correct equipment for lessons and being organized · Showing good listening skills · Showing role model behavior in lessons 	<ul style="list-style-type: none"> · Work completed to a very high standard · Showing perseverance, grit and determination · Supporting other children with new concepts 	<ul style="list-style-type: none"> · Completion of outstanding work · Evidence of going above and beyond what is required · For consistently using TTRS, Century, Doodle etc · When improvement is evident

Being Active/Teamwork

1 HP	3 HP	5HP
<ul style="list-style-type: none"> · Showing empathy and kindness towards others during sports · Supporting others in/out of PE sessions 	<ul style="list-style-type: none"> · Offering reassurance/help when it is required during sporting efforts to team members · Encouraging a team mate to use their growth mindset. <ul style="list-style-type: none"> - Showing positive sportsmanship 	<ul style="list-style-type: none"> · An aspirational role model during sporting events

Supporting the Community

1 HP	3 HP	5HP
<ul style="list-style-type: none"> · Assisting a peer/s in an ECA/lunch time · Showing manners in the community · Including others 	<ul style="list-style-type: none"> · Helping to plan a community event · Celebrating Diversity <ul style="list-style-type: none"> • Demonstrating our purple points ethos 	<ul style="list-style-type: none"> · Representing the school by actively participating in an event outside of school

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.

- **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 CPOMs

- **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 CPOMs

- **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

Academic or Behaviour Report – this is a form of monitoring academic progress, punctuality and behavioural issues. The student must get the signature of the teacher from each lesson or activity throughout the day. The AHT and the student’s teacher will oversee the ‘On report’ 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

Level 1 - Low-Level Disruptions		
Age-appropriate misbehavior	Failure to follow instructions	Off task behaviour including inappropriate device usage
Wasting time in lessons	Interrupting/talking when the teacher or another student is talking	Not listening/ Distracting others
Inappropriate language/Inappropriate noises	Disrespecting property	Breaking class rules

→ Reflection time with your class teacher and parents informed by class teacher.

Level 2 - Mid-Level Disruptions		
Continuous low-level disruption	Swearing	Intimidating behaviour
Discriminatory Comments	Vandalism	Verbal abuse towards peer or staff member
Disrespecting Peers	Poor behaviour in an assembly/ECA/specialist/bus	Repeatedly ignoring instructions
Leaving the classroom without permission	Inappropriate device usage eg. messaging during class/airdrops	Minor incidents of dishonesty or cheating

→ HOY contact home and discuss incidences and agreed actions.

Level 3 - High-Level Disruptions		
Persistent refusal to obey school rules/ Constant L2 behaviours	Bullying behavior, including repeated name-calling or exclusion	Discriminatory harassment
Stealing or taking others' belongings	Cheating in an assessment	Cyberbullying

Deliberate physical / verbal violence towards a child/ adult	Swearing at an adult/ refusal to leave an environment	Leaving school without permission
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→ AHT to decide if behaviour contract is required/ appropriate actions. AHT to contact parents.

Level 4 - Serious Offense		
Behaviour Contract is ineffective & Behaviours continue	On-going Cyberbullying	Possession of inappropriate materials eg. weapons
Severe and repeated bullying, including physical, verbal, or emotional abuse	Sexual abuse or assault	Severe and intentional damage to school property or theft
Repeated and severe non-compliance with school rules and authority	Serious actual or threatened violence against peer or a member of staff	Racist, sexist, or discriminatory behaviour or language

→ Head of Primary/Principal will decide on appropriate actions. Internal/external exclusion may be decided.

Other policies supporting this document include:

- Pastoral Policy
- E-Safety Policy
- Anti-Bullying Policy