



**SAFA
BRITISH
SCHOOL**

Secondary Behaviour
for
Learning Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by



Head of Secondary	
Date of review	June 2024
Date of next review	June 2025

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1. Rationale

At Safa British School, we strive to nurture and develop 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 our students develop character strengths that will prepare them for the challenges of tomorrow. At Safa British School, the mental health of our students is at the core of our decision making. This policy aims to embed this commitment to promoting and monitoring wellbeing along with upholding positive behaviour. It also aims to set out a clear targeted approach to support students during times when their wellbeing is less optimal and changes in the pattern of their behaviours can be identified. We believe that all members of the community have the right to feel safe and for both wellbeing and behaviour to be prioritised collectively.

Intention

The intention of this policy is to reduce inconsistency and improve communication between all concerned. The expectation is that positive behaviour will support learning, progress, wellbeing and achievement for all students. In addition to promoting positive behaviour, we aim to recognise and respond to mental wellbeing, which can have a negative impact on a student's behaviour.

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 regards 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 student's **emotional wellbeing is valued** and respected in order to develop positive relationships
- **Differentiate outcomes** appropriately for vulnerable students

2. Definitions:

Academic Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Continued low level disruption in class
- Non-completion of classwork or homework
- Poor attitude to learning
- Copying of work / plagiarism
- Lack of lesson equipment
- Missed deadlines
- Failure to follow instructions



Pastoral Misbehaviour is defined as:

- Incorrect uniform/hair/jewellery/make-up
- Disruption in corridors between lessons, and at break and lunchtimes
- Use of mobile phone during school hours
- Misuse of technology
- Use of device at break or lunchtimes
- Chewing gum
- Inappropriate language
- Social/Emotional inappropriate behaviour towards others

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
- Possession of any prohibited items. These include but are not limited to:
 - Knives or weapons / sharp items
 - Alcohol
 - Illegal drugs



- Stolen items
- Tobacco and cigarette papers
- Lighters
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects have been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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 are carried out by members of the Senior Leadership at various times in the school year.

3. Academic Dishonesty

What is academic dishonesty?

Academic Dishonesty in the Secondary School Malpractice includes, but is not limited to, the following:

- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, own rough paper, notes, etc.
- 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 to or attempting to refer to, unauthorised material that is related to the examination



- Failing to comply with the instructions of the invigilator or other member of the school's 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, 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 should be switched off/on silent and in students' bags if they are brought to school. If students are seen with their phones during the school day, they will be confiscated and given to reception. An email is sent to parents at reception and the can be collected at the end of the school day by a parent. If a student goes home via bus, an email will be sent to parents and the student will sign out their device at the end of the school day.

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.

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 BYOD to school.



All students are expected to bring their laptop with them daily. It should be fully charged, and it is the responsibility of students to look after the care of their laptops. Laptop chargers should also be brought to school if the battery life of the laptop is low/short. If a student is unable to bring their laptop to school, parents should email their child's form tutor ASAP, to let them know and a time frame for the laptop being fixed.

Being a BYOD school supports our no mobile phone policy. If students need to access the internet, take photos or make films etc, they are to use their laptops. Laptops or devices are not to be used to send messages to other students throughout the school day. Where this does occur, appropriate interventions will be put in place by the form tutor and HOY.

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.

When laptops/iPads are left unattended in a student's bag, students should ensure they are in a protective case and the bag should be left in a place where it cannot be stood on or damaged. Students should place their bags in their lockers at break/lunchtime to avoid devices 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 or damage to devices and phones whilst they are on school premises.

Break and lunch times: To encourage social skills and communicating with others, we are a no device school at break and lunch time. Students who are seen to be on their devices will receive a warning and earn a demerit thereafter.

Uniform: Safa British School has a strong community ethos; our appearance and uniform reflects 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 uniform with appropriate all black school shoes.
- Hair colour should be subtle and natural, parents will receive an email from their child's Form Tutor should any hair colour be deemed inappropriate. Students will have until the beginning of the next school week to alter hair to a more suitable colour.
- Make-up should be natural with a very light application.
- Nail extensions, gelish/shellac or polishes are not allowed however are reserved as a reward for KS4 in accordance to the HOY/HOKS requirements.
- Jewellery kept to a minimum - one pair of small studs earrings for a girl and a watch for both boys and girls. however additional jewellery is reserved as a reward for KS4 in accordance to the HOY/HOKS requirement
- When students have PE, they may attend school in their correct school PE kit. If students have a sporting ECA on that day, students are expected to come to school in their uniform and change into their ECA clothing prior to the ECA. Sport's kit for ECA should be brought in addition.

Parents will receive an email from their child's Form Tutor when their child's uniform is incorrect. This includes jewellery and make-up related issues.



Demerits in line with this policy are issued for students who wear inappropriate uniform, jewellery and make-up. Three or more demerits a week will result in a Detention Reflection time.

Drop down/ Dress-up days: These are fun days when students have an opportunity to wear their regular clothes, should they wish to take part. However, as these days are at school, we still expect modesty and etiquette. Should a student wear attire that could be deemed inappropriate or offensive, parents will receive a call home from the Form Tutor for suitable clothing to be brought to school. Students will be removed from activities until they have received the 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 Assistant Head Teacher. The Head of Secondary will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

Modelling positive behaviour

Implementing the behaviour policy consistently

Monitoring changes in the patterns of behaviour

Providing a personalised approach to the specific behavioural needs of particular students

Recording behaviour incidents both positive and negative

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

**Parents:**

Support their child in adhering to the student code of conduct. This will involve parents signing the Behaviour Contract at the beginning of the academic year to acknowledge they are in 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 behave appropriately at all times 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
<p>To be valued and treated with respect To be treated equally To be safe To achieve</p>	<p>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 with respect To treat other students with respect To help each other achieve To ensure actions do not hurt others physically or emotionally To represent SBS inside and outside of school</p>
<p>EXPECTATIONS WHILE AT SCHOOL</p> <ul style="list-style-type: none">• 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 way• Respect members of staff and each other• Always move around the school in an orderly manner• Understand that each member of our community has a responsibility to ensure a positive learning environment• Take pride in your appearance and wear the Safa British School uniform correctly• Not chew gum, drink fizzy or caffeinated/ drinks or eat fast food- these are not allowed to be brought to school• No nuts whilst at school• Understand that cleanliness and tidiness of the school site is the responsibility of all that use it• Homework should be completed and handed in on time• No loitering in the toilet facilities• Vaping devices are prohibited <p>IN THE WIDER COMMUNITY</p> <ul style="list-style-type: none">• Respect the values and diversity of the community• Remain lawful and law abiding	



- Respect others while using social media and other devices
- Always uphold the values and positive reputation of SBS
- While in school uniform, understand that you are representing the school – this includes on excursions/buses

6. 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/negative behaviours, minor or major, are entered onto Class Charts by all staff members. SLT, Heads of Key Stage, HOD's, HOY's, Form Tutors and teachers.
**Reasoning when applying demerits – For any uncharacteristic negative behaviours for students, staff will reflect with the student before a demerit is given, and only then will the decision to demerit be made.*
**For more patterned behaviours, based on whether it is an issue based on a student's attitude or a student's emotional vulnerability, consequences may vary.*
- All staff will be able to analyse records to acknowledge achievements and pick up any concerns that may arise. Where needed, relevant staff will contact parents. Issues in a particular subject will be monitored by both the HODs, HOY's 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.

Reports:

Level 1 Demerit

- Class teacher verbal warning followed by demerit

Level 2 Green report - issued by Form Tutor

- Students who receive pastoral and academic 3 X L1's in a week.



Level 3 Yellow Report Card – Issued by the Head of Year

- Students with continued pattern of pastoral and academic 3 X L1s a week; 1 X L2 a week

Meeting with student by HOY – Student Action Plan created

Meeting with parent by HOY – if set action plan was not followed

Level 4 Orange Report Card – Issued by the Head of Key stage

- Repetitive negative patterns in behaviour.

Meeting with parents by HOKS and HOY – Action Plans created

Level 5 Red Report Card – Issued by the AHP

- 1 x L5 behaviour; Persistent and repetitive negative patterns in behaviour. Based on the severity of the behaviour this could include student exclusion.

Meeting with parents by AHP and HOKS – Action Plans created

(Reports could be extended based on student progress against targets)

Blue Reflection Report – to be used when deemed necessary

- Where necessary, it is important that a bespoke Student's Reflection Plan is created by the relevant members of the Pastoral team in line with the

LINK Department, School Counsellor, staff and parents.

(Reports could be extended based on student progress)

Student's Blue Reflection Report in line with PERMAH

Parents will receive information from class charts regarding their Child's Intervention.



Roles in monitoring behaviour:

****All students to be given one warning prior to demerits being issued. Students must know the reason/s why they have been issued a demerit. All behavioural demerits, as well as interventions, are to be logged on Class Charts.***

- **All staff** – Will help to promote and build a positive educational environment. All staff are responsible in recording all behaviour both positive and negative, on Class Charts. It is the individual staff's responsibility to manage minor incidents themselves and report them if necessary.
- **Subject teachers** – Positive Education is built on praise and support. It is subject teacher's responsibility to promote a positive learning environment and to address behaviour concerns in their classroom. Teachers should record behaviour both positive and negative on Class Charts. Teachers can use their discretion to allow for extension on task timelines or in class detention to allow student to build accountability.
- **Tutors** – Tutors are responsible for monitoring tutees behaviour outside of class, wellbeing, punctuality and attendance. Tutors are responsible for discussing positive and negative behaviours with their tutees. Tutors can request students to be placed on report if they have concerns. Tutors will be in regular contact with parents. They will help promote an ACHIEVES environment daily built on praise and support
- **HOD/Faculty**– Heads of Department/Faculty are responsible for the monitoring of behaviour within their faculty area. They are responsible for the implementation of Academic Action Plans for students who are persistently displaying negative behaviours in their department, e.g. incomplete homework, in class behaviour management, not meeting deadlines or not bringing the correct equipment for lessons. The HOD should contact home and liaise with the subject teacher as well as logging details onto Class Charts. HOYs may also refer students to HODs from their weekly analysis if needed. They will help promote an ACHIEVES environment built on praise, support and building on the skillset that students require in order to succeed.
- **HOYs**- HOYs are responsible for monitoring their year group's behaviour, AW data, punctuality, attendance and wellbeing. HOYs will share behaviour analysis / records weekly or more regularly, if necessary, with their tutor team. HOYs are responsible for celebrating student success and addressing negative behaviour and attitudes. HOYs are responsible for updating those concerned on the behaviour of students. HOYs will be involved in the report stage processes. HOYs will be responsible for dealing with major incidents that occur in 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 running of the pastoral teams. They will monitor and work closely with the HOYs on the behavioural, attendance and wellbeing system. They will deal with major incidents including safeguarding. They will ensure the systems in place for the stage reports are followed. They will contact and meet students, staff and parents if there are continued behavioral issues. They will help promote an ACHIEVES environment built on praise and support.
- **Assistant Head of Pastoral** – All incidents of a Level 5 nature will be directed immediately to the AHP. Major incidents where the Head of Key Stage required Support, will be assisted by the AHP.



7. 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. When students contribute to school life and the wider community or go above and beyond to help those around them.

Some methods of praise may include the examples below but is not restricted to only these:

- 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 award
- Termly and annual progress award
- Termly and annual Spirit of Safa award
- Termly and annual house awards
- Attendance Award

Managing behaviour in the classroom is the responsibility of the member of staff in charge in the first instance. Behaviour Levels exist on a scale of 1-5, increasing in seriousness. Students are to be told if a demerit is given and this is recorded on Class Charts.

A range of outcomes are given as a consequence to Levels in the Behaviour for Learning Chart. A student or multiple students may be asked to give a statement to outline details of an incident prior to an intervention being put in place. Details of which can be found below.

1. **Reflective discussion:** Form Tutor discussion to give students an opportunity to discuss the obstacles leading to their behaviours. This will help students to build accountability for their actions.



2. **Demerit:** Students will be issued a warning prior to a demerit being given.
3. **Detention:** All detentions will be logged on Class Charts. Detentions will be 20min. If a student does not attend a detention they will be upscaled to a 30min session the following day. If the upscale is not adhered to then a Friday after school detention with a member of SLT will be issued.
4. **Contact home:** Automatic emails home from Class Charts is sent to parents. All other phone calls and emails are to be logged in the iSams Notes section.
5. **Parental meeting:** Parents are invited in for a meeting to discuss single or repeated incidents. HOY/Head of Key Stage/AHP/Head of Secondary must outline expected outcome following meeting. Log outline of discussion on iSams Notes. Follow meeting up with email through ISAMS, highlighting the details and outcomes of meeting.
6. **Level 1** – Warning and then demerits issued on Class Charts.
7. **Level 2- Tutor Report/Blue Report:** When behaviour issues have arisen and have not changed after initial conversations, a student can be placed on a Self-Reflection Card or placed on a tutor report.
8. **Level 3- Head of Year Report/Blue Report:** When behaviour does not improve and continues, the student will be placed on report, along with completing an Action Plan which outlines agreed targets for the student. Parents will be informed and may be invited to a meeting should the targets outlined in the Action Plan are not met.
9. **Level 3 – HOY Action Plan Meeting with Parents:** This Action Plan will be created in conjunction with parents and the student, often with the introduction of a behaviour contract. Please refer to Appendix
10. **Level 4 – Head of Key Stage Report/Intervention:** When there are repetitive behavioural issues that have not improved, the student will be placed on report, along with completing an Action Plan which outlined agreed targets for the student. Parents will be informed and may be invited to a meeting should the targets outlined in the Action Plan are not met.
11. **Level 5 – AHP Report/Intervention:** When there are persistent behavioral issues that have not improved, parents will be invited in for a secondary meeting. The seriousness of the behaviour discussed and interventions put in place. Students will either be placed on an AHP Report or a Level 5 intervention in line with the Behavioural policy will be put in place.



12. **Level 5 – Restorative Justice Program:** Community Service in conjunction with the primary team. This program is for students who are not responding to the behaviour policy with constant low level disruptive behaviours.
13. **Internal Exclusion:** This sanction is used to avoid external suspension/exclusion from school. The number of days decided upon in consultation with SLT. The students will work independently from their year group, with work provided by subject teachers. Students must attend a reflection meeting with the appropriate members of the pastoral team to discuss expectations of behaviour going forward before the student is integrated back into the school environment.
14. **External Exclusion:** This sanction will be used in extreme cases and may be an escalation from an internal suspension. Where an incident is deemed suitably inappropriate, a period away from school will be communicated to parents. This may be from 1 – 5 days (in accordance with KHDA recommendation). Students must attend a reflection meeting with the appropriate members of the pastoral team to discuss expectations of behaviour going forward before the student is integrated back into the school environment.
15. **Permanent exclusion:** Where a student has committed a serious offence which leaves no alternative they will be asked to leave the school. This will be agreed with and communicated by the school Principal and KHDA.



BEHAVIOUR FOR LEARNING POLICY

Level	Behaviour	Possible Actions	
1 – Whole Staff	Misuse of mobile phone/devices	Verbal warning	
	Late to school		
	Late to lesson		
	Chewing gum		
	Misconduct in lessons		
	Inappropriate language		
	Inappropriate uniform		
	Failure to follow instructions		
	Disrespectful towards any member of the community		
	Unprepared for lessons		
	Missing/incomplete homework		
	2 – Form Tutor		Repeats of level 1
3 – HOY	Failure to adhere to FT action plan	HOY Report /Parent meeting/Detention/Blue Report	
	Bullying/intimidating/discriminatory behaviours		
	Truancy		
	Fighting/aggressive behaviour - play or intentional		
	Bystander to Level 3 Behaviours		
4 - HOKS	Failure to adhere to HOY action plan	HOKS Report/Detention/Parental meeting/ Internal Exclusion (1,3 or 5 days)	
	Intimidation of students/staff during school hours		
	Repeat of fighting/aggressive behaviour – play or intentional		
	Bringing the school's name into disrepute		
	Bystander to Level 4 Behaviours		
5 - SLT	Failure to adhere to HOKS action plan	Parent Meeting /Restorative Justice Program/Internal Exclusion (1,3 or 5 days)	
	Academic Dishonesty		5 demerits issued to the student + Contact home + N/A awarded for the assessment / assignment
	Possession of prohibited items/smoking/vaping		External Exclusion (1,3 or 5 days)



	Possession of sharing prohibited items/smoking/vaping	External Exclusion (1,3 or 5 days)
	Use of prohibited items/smoking/vaping	External Exclusion (1,3 or 5 days)
	Bystander to Level 5 Behaviours	

Reward	Reason Why	ACHIEVES
Merits	Using ACHIEVES Attitude to Learning Standard of work Practical engagement and performance	<p>A - Being kind to others, showing respect, looking out for peers, showing gratitude...</p> <p>C- Positive relationships with peers, teamwork, mentoring others, setting a good example...</p> <p>H- Great attitude in PE, positive choices, managing stress, promoting a healthy lifestyle...</p> <p>I-Great learning habits, research skills, diligence towards reaching goals, working towards their career choice...</p> <p>E- Optimism, self-control, assuredness, resilience, growth mindset...</p> <p>V- Safa spirit, community spirit, bringing value to the wider community...</p> <p>E- Nurture passions, showing focus and dedication, going the extra mile...</p> <p>S- Academically or socially show: confidence, grit, determination, responsibility, reflectiveness and innovativeness</p>
Commendations Names shared in newsletter shoutout	Using ACHIEVES in a special or innovative way Going above and beyond Achieved something extraordinary Subject, year group commendation	
Term Assembly Awards	Use of ACHIEVES to aid personal/peer or community learning Progress Attainment Peer HOY Tutor	
Reward's Events	Pizza Party Excursions Student Choice	





ACHIEVES In-Class Behaviour Merits



1. Excellent classroom attitude
2. Being respectful of others' learning
3. Recycling/Respect for the Environment
4. Recognising someone else's needs and acting upon it



1. Excellent collaborative work in or out of class
2. Use of Cross Curricular knowledge in class/homework
3. Working with new peers.
4. Interactions with visitors to lessons/school
5. Helping other students



1. Demonstrated resilience
2. Creating a positive environment for their classmates
3. Succeeding in sport.
4. Looking after another pupil's well being.
5. Rewarding/Encouraging healthy eating
6. Highly engaged during ECA's



1. Pupils successfully set and achieved their own goal.
2. Worked on a task/project individually and effectively.
3. High quality self-assessed work.
4. Using their own initiative in a class task.
5. Completing reading tasks.



1. Demonstrating empathy to peers
2. Supporting friends in personal issues.
3. Displays of emotional maturity (owning up to mistakes)
4. Responding positively to constructive criticism
5. Listening to peers



1. Displaying SBS core values.
2. Consistently achieving no demerits
3. Showing integrity in their learning
4. Being a strong role model for the school
5. Demonstrating knowledge and respect for UAE customs and traditions.



1. Highly engaged during lessons.
2. Participating in all aspects of their learning
3. Taking pride in their learning.
4. Making cross curriculum connections



1. Displaying excellent technique
2. Outstanding knowledge display
3. Using excellent exam techniques
4. Neat and tidy work book
5. Competing in class contests

	Half term 1						Half term 2					
	1	2	3	4	5	6	7	8	9	10	11	12
Peer Award: Per Tutor												✓
House Award						✓						✓
Head of Year Award						✓						✓
Highest Merits: Top 5						✓						✓
Attendance Award: Top 5						✓						✓
Star of the Week	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student of the Month				✓				✓				
Behaviour Progress												✓



Celebrating Student Success - Academic



BEHAVIOUR FOR LEARNING POLICY

Procedure for major incidents:

E.g. fighting, bullying, serious damage to school property, smoking/vaping onsite – this list is not exhaustive.

Incident happens	
Academic / Subject specific HOD to be informed ASAP Staff member to get students involved, including witnesses to write statement on the official Incident Statement Form. Do Not Ask Any Leading Questions Demerit recorded on Class Charts	Pastoral incident HOY/and or Head of Key Stage to be informed ASAP HOY/Head of Key Stage to get students involved, including witnesses to write statement on the official Incident Statement Form. Do Not Ask Any Leading Questions Demerit recorded on Class Charts
If the incident is deemed a safeguarding issue, the Designated Safeguard Lead should be informed ASAP. The DSL to further investigate. Details to be entered on CPOMS.	
HOY /HOKS/ HOD to meet with students and parents and agree on a plan of action to move forward and reintegrate student into lessons. Tutor to be informed to help monitor situation.	
HOY / HOKS/ HOD one week after incident to have a follow up review meeting with student. Contact with parents. Class Charts, ISAMS and CPOMS updated where necessary.	



Appendix 1 – Code of Conduct signed by parents and student/s via Office Forms

Parent Form

<https://forms.microsoft.com/Pages/DesignPageV2.aspx?subpage=design&FormId=I97ykeHxm0utHTNxG5KiJTSfcDvwdPRGipHKBbwKtvVURDICVUtXMkZCMjhEQzIOSzQ5SkRZU1dXVS4u&Token=5af01d48e833468a96af830b5ed1419b>

Student Form:

<https://forms.microsoft.com/Pages/DesignPageV2.aspx?subpage=design&FormId=I97ykeHxm0utHTNxG5KiJTSfcDvwdPRGipHKBbwKtvVUNVZSUU1LSIU4NDBRWUg1WFRJVjBPQ1pOTC4u&Token=d8a932188adf43eba41a9a185d40aa1c>

Appendix 2. Student Statement Form

Student Statement Form

Name		Form	
Date		Lesson Time	

Please provide a 'general' overview of what took place. Specific details only.

Were you directly involved?	Yes/No
How were you involved?	
Who else was involved? Who could provide an overview of what took place?	



BEHAVIOUR FOR LEARNING POLICY

To the best of my knowledge all of the details above are factually correct:

Signature: _____



Appendix 3. Mobile Phone Policy



Mobile Phone Policy 2024 - 20245

At Safa we are a mobile device free school. We have adopted this approach due to two main reasons: |

1. We believe in the importance of students disconnecting from their devices and social media during the school day.
2. To support our behaviour policy.

As a mobile free site, students are not to use their device/have their device in sight, from when they enter the site in the morning until the end of a student's school day.

- a. Students leaving the school at 3:20pm may use their device in the reception area to contact families/arrange transport etc.
- b. Students in an ECA, leaving at 4:10pm may use their device in the reception area to contact families/arrange transport etc.
- c. Students in sports activities, leaving after a fixture, may use their device at the end of the fixture to contact families/arranging transport etc.

Where a mobile phone is being used outside of the above conditions, the device will be confiscated in line with the school policy. A parent will need to collect the phone at the end of the school day.

- a. A follow up consequence will be a lunch time (20 minute) detention the following day.
- b. For the rest of the week, the student will hand their device into 'locker' at the start of the school day and receive their numbered tag. Students will be able to collect their device at the end of the school day.


Students can choose to use the locker system optionally, to ensure the safe storage of their device. We ask parents to support the school move to its cashless card system in the canteen, so that students do not need to use the mobile wallet in their devices. In exceptional circumstances, students will be granted permission to use their phones within the canteen to make payment. Finally, in accordance with the mobile phone policy, all communication between parents and students during the school day will come directly from the school.



Appendix 4– Behaviour Contract – Parental Meeting

[Behaviour Contract.docx](#)

Appendix 5 – Reflection



**Safa
BRITISH
SCHOOL**

Name: _____ Form: _____
Date: _____ Duration: _____
Sanction: _____

1. What is the reason for the sanction given?

2. Do you believe the sanction imposed was fair and just? Explain?

3. If you answered no to question – what sanction do you believe would have been fair and just? Explain.

4. Are you familiar with the behaviour policy? _____
5. If you have answered no, please ask a staff member to further explain.
6. Identify 3 negatives from your sanction: |

7. Identify 3 positives from your sanction:

8. What does your journey look like going forward? What changes do you intend on making going forward?

Student Signature: _____ HOY Signature: _____

Appendix 6 – [KS5 Policy](#)

Appendix 7 – [Anti-Bullying Policy 2024 - 2025.docx](#)