



# Behaviour Policy

Reviewed and Approved on March 2024

..... Heads of Section

..... Principal

Review Date: March 2026

# Behaviour Policy

## Cambridge English School, Hawally

'Students achieving their full potential as active thinkers and self-motivated, life-long learners within a supportive environment.'

### **1. Rationale**

At Cambridge English School, Hawally, an ethos has been created where effort, success, respectful behaviour, and a positive attitude to learning is celebrated and rewarded. Behaviour that is inappropriate, i.e., has a negative impact on safety, well-being and/or learning, is not tolerated and sanctions and interventions are implemented to improve and modify these behaviours.

All students and adults, including parents/carers, have a responsibility to ensure that all our students are safe, happy, enjoy a positive and stimulating learning environment, and achieve social and academic success.

### **2. Aims**

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- 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 behaviour management.

### **3. Quick Points**

Each teacher has access to our online data management system where they can record points as part of their plenary for timely progress, attitude to learning or attainment within the classroom and for behaviour outside the classroom during break times and for their participation in after school clubs.

The points for students will be linked to the school House system as each student has been assigned a particular house. **The school House system will show net overall positive points** and the total points each house has will be displayed and updated on a regular basis.

### **4. Rewards**

Celebrate student success with photos, excellent work, top 10 list, 100% achievers and most improved students on notice boards around faculty corridors and in classrooms. Special comments made and certificates given during assemblies that are consistent across Year Groups or Departments.

Individual class rewards using "marbles in a jar" (or similar) and also a rewards week, usually held towards the end of a term, to celebrate and reward the achievements of our students, with planned rewards such as parties, excursions, and activities.

Star of the Week certificates are issued in EYFS and Primary, these are often for good work or effort but can also be used as a good/improved behaviour award.

A special prize giving evening will be held in the first term to celebrate the academic achievements and efforts of our students from Key Stage 3 where parents will be invited along with selected students who will be given special awards

## 5. Behaviour Management (Appendix A)

At Cambridge English School, Hawally, we appreciate the importance of developing effective professional working relationships with our students that identify and reward students' good behaviour, effort and achievements leading to a positive learning environment. All staff in the school are expected to always model the highest standards in behaviour and professionalism and will utilise a range of strategies, outlined during induction week, that encourage students to do the same.

All behaviour should be tackled individually and with consideration to the specific needs of the student. Under no circumstances should 'blanket punishments' be administered.

All staff understand the importance of providing a disciplined learning environment that allows all students to develop academically and socially in preparation for transition to further learning pathways or employment and to become an active and responsible member of the local and wider community.

As a starting point, and part of daily classroom management we should always be focusing on positive behaviours, actively seeking opportunities to award positive points.

*An overview of negative steps is outlined below, more specific detail is provided in Appendix A.*

Most behaviour incidents will be low-level and will be dealt with by the Class Teacher or Specialist Teacher through warning or discussion (Level 1). These may be documented through HUB if persistent, using the 'quick point' system. If these behaviours continue, they will be sent to their Year Leader and/or school counselor, **(Level 2)** where a Student Reflection Form will be completed and signed. Again, if these behaviours continue, they will be sent to their Deputy Head, accompanied by an adult **(Level 3)** and a record kept on HUB with any follow-up action.

If there is a severe incident, the member of staff with the student will contact the Deputy Head directly **(Level 4)**. Parents will be informed, and meetings organised as necessary by the Behaviour Team where the student will be placed on Report and a course of follow up action agreed. Class Teacher and Specialist Teachers will provide work to be completed for the lessons they will miss.

Any meetings with parents regarding behaviour or academic issues must be documented, parents are expected to sign an Arabic transcript of the meeting. Should a parent refuse to sign, then this must be noted on the document and signed by two of the present staff members.

If there is a bus incident, this will automatically be investigated at **Level 4** and the Bus & Transportation Policy referred to.

## 6. On-Going Behaviour (Appendix B)

If there is a student who is continually making negative choices, receiving negative 'quick points,' these will accumulate. When the student receives 5 negative 'quick points' in a week or receives 10 negative 'quick points' overall, they can be referred to the appropriate School Counsellor. Parents should also be made aware at this point.

The School Counsellor will then meet with the student and, if appropriate, they will be put onto the Report Ladder. The School Counsellor will then issue a Behaviour Report Card – Stage 1. The Class Teacher, Year Leader and Deputy Head will be informed. Parents will be informed via telephone by the School Counsellor.

The Behaviour Report Card will then be completed by the relevant teachers for every lesson, break time and Pastoral session. After five days, the student will again meet with the School Counsellor to review the Behaviour Report Card. A decision will then be made by the School Counsellor whether the student has improved their behaviour. If this is agreed to have happened, the student will remain on the Behaviour Report Card for a further two weeks. When they have shown improved behaviour for a three-week period, they will be taken off Behaviour Report Card (Stage 1) and be given +3 on HUB for modifying their behaviour.

If, at the end of five days on a Behaviour Report Card, the student either shows no improvement or further negative choices, the student will move down a stage on the Report Ladder (Stage 2). If this occurs, the School Counsellor will organise a meeting with the parents to discuss with them. Subsequently, every week the School Counsellor will meet with the student, who can move up through the stages after three-weeks of showing improved behaviour or can move down a stage if they continue to make negative choices.

If a student successfully leaves the Report Ladder, a second referral can be made when the students receive subsequent multiples of 10 negative 'quick points' and exhibits on-going behaviour.

### **For more serious incidents with suspension being the possible outcome:**

- **No decision should be made on the consequence until a full picture of what happened has been ascertained.** This will involve, from the start, the appropriate School Counselor:
- Each student involved writes his or her own account (this needs to be completed individually/alone if there are several students involved so there is no coercion/influence).
- A meeting being held by the respective section School Counselor, the respective Head of Section or Deputy Head of Section to decide the appropriate consequence.
- Once a decision is made, School Counselor is to contact the parent/s concerned, call them into school, and inform them of what has happened, and the consequence given and detailed logged on HUB by school counselor.
- If a suspension (in school or out of school) is issued the parents will be required to come to school and meet with the respective School Counselor, the respective Head of Section or Deputy Head of Section and Administrative Supervisor (if appropriate).
- At this meeting, the suspension letter is signed.
- The suspension letter will outline the reasons why the student is suspended and consequences if the behaviour of the child does not improve that could include further, longer suspensions, the possibility of the student re sitting the year or refusal to re-register the student for the following academic year.
- If the parent refuses to sign the suspension letter a member of the school staff, present at the meeting, will sign the form and write, "the parent refused to sign the form."
- On return from suspension, the student will meet with the Behaviour Team to discuss their future conduct and the students may be placed on Report.
- A behaviour form for the Legal Department will also be completed.

### **The Behaviour Team**

The Behaviour Team consists of the School Counselor, Head of Year and Deputy or Head Teacher who will meet once a week and discuss strategies to target individuals and work with the students and parents in order to improve a student's behaviour.

## Appendix A - Responding to Behaviour and Quick Points

Record the behaviour and the number of negative points using the table below and add onto HUB at an appropriate time so as not to disrupt the lesson.

Level and Points	Offence	Sanction	Support
Level 1	<ul style="list-style-type: none"> <li>• Incorrect Uniform</li> <li>• Hair not tied up</li> <li>• Wrong equipment</li> <li>• Late to lesson</li> <li>• Chewing gum</li> <li>• Eating in class</li> <li>• Failure to complete tasks in class</li> <li>• Low level disruption</li> <li>• Unkindness</li> <li>• Repeatedly out of seat</li> <li>• Lateness/truancy (e.g. out of class for overly long time when visiting bathroom)</li> <li>• Running in corridor</li> <li>• Littering</li> <li>• Mobile phone or SW in school</li> </ul>	<p>Class teacher behaviour management strategies.</p> <p>Warning and/or discussion from teacher</p> <p>Clarity with student that repetition could lead to -1 on HUB and further consequence (next level)</p>	<p>Teacher level support.</p> <p>The teacher reminds students of the rules.</p> <p>Buddy support</p>
Level 2  -1 on HUB	<ul style="list-style-type: none"> <li>• <b>Any of the above persistently repeated.</b></li> <li>• Refusal to work/follow instructions</li> <li>• Intentionally hurting someone</li> <li>• Misbehaviour in bathrooms</li> <li>• Continual disrespect to staff or students</li> <li>• Persistent 'refusal' to wear uniform</li> <li>• Stealing/dishonesty (minor)</li> <li>• Minor damage to property</li> <li>• Using technology inappropriately</li> </ul>	<p>Break reflection time. Students fill out Reflection Form with teacher.</p> <p>Change seating arrangement.</p>	<p>Teacher level support.</p> <p>Year/Key Stage Lead (Counsellor when unavailable) is requested to intervene where there is no improvement to behaviour.</p> <p>The teacher reminds students of the rules and expectations we place upon our students.</p>

<p>Level 3</p> <p>-2 on HUB</p>	<ul style="list-style-type: none"> <li>• <b>Any of the above persistently repeated (or once but deemed severe)</b></li> <li>• Extreme physical or verbal abuse</li> <li>• Weapons</li> <li>• Arson related items</li> <li>• Racism</li> <li>• Swearing</li> <li>• Stealing (major)</li> <li>• Significant damage to property</li> <li>• Sexual Harrassment</li> <li>• Breach of Acceptable Use Policy</li> <li>• Use of phone to record (photo/Audio/Video) during school day</li> </ul>	<p>The student is requested to leave the classroom. This must be a managed move where the student goes to a pre-determined colleague within the team. Student fills out Reflection Form with Head of Faculty/ Head of Year and/or School counselor.</p>	<p>Faculty level support.</p> <p>Head of Faculty and School Counselor work with student and teacher to help resolve issue. If the problem persists, then the student will be referred to Behaviour Team and the students will be placed on a Report Card.</p>
<p>Level 4</p> <p>-3 on HUB</p>	<ul style="list-style-type: none"> <li>• Bullying verbal/physical/cyber</li> <li>• Damaging School property</li> <li>• Fighting</li> <li>• Racism (clearly intended to offend)</li> <li>• Smoking</li> <li>• Stealing (Habitual)</li> <li>• Swearing (Persistent and extreme)</li> <li>• Truancy</li> </ul>	<p>Suspension (internal and external) length considered dependent on incident and previous behaviour.</p>	<p>Behaviour Team support.</p> <p>Student placed on a Report Card.</p> <p>In persistent cases that show no signs of improvement, a case prepared for non-re-enrollment</p>

- **Incorrect uniform\*** should only be punished once per day and will be picked up by the form tutor in the morning. For students who turn up late and miss registration, Admin staff will record -1 for incorrect uniform.
- If a teacher is unsure as to the level of offence, then check with the Behaviour Team before input.

## **Appendix B – Report Ladder**

Stage	Action
1	Meeting with Behaviour Team. Behaviour Report Card – Stage 1. Parents Informed by Telephone.
2	Meeting with Behaviour Team and Parents. Behaviour Report Card – Stage 2.
3	Meeting with Behaviour Team and Parents. Behaviour Report Card – Stage 3. Student warned that the consequence of their actions could result in not being allowed to progress into the next Year group or being allowed to re-register at the school.
4	Meeting with Behaviour Team and Parents. Behaviour Report Card – Stage 4. Student warned that the consequence of their actions could result in not being allowed to progress into the next Year group or not being allowed back into school for the next academic year. File is prepared to prevent re-registration if the student does not improve.

## **Appendix C – Mobile phones and smart watches (Primary)**

In line with both Ministry guidelines and school rules, students in Primary and below are not permitted to have mobile phones or smart watches in school.

This expectation has been repeatedly reiterated to both students and parents.

In a small number of cases, parents prefer their children to have devices for contact after school. In these instances the devices should be kept inside the school bag and not removed until after school. Under no circumstances should children use their devices to record (photo/video/audio) during school, after school whilst on the premises or on the buses.

The school accepts no liability for any device missing or damaged during the school day.

Any student found with a phone or smart watch on their person will have it confiscated and passed to Ms Kirsten or Mr Leigh, it can be collected by the student at the end of the day.

In the case of a second offence it will again be confiscated but will only be handed to a parent at the end of the day. A -1 will be recorded on HUB.

In the case of any further offences, the item will be confiscated, handed to Ms Kirsten or Mr Leigh and may be collected by a parent at the end of the week. A -2 will be recorded on HUB.

## **Appendix D – Uniform Letter**

Dear Parent,

Uniform is compulsory at Cambridge English School, Hawally, as we feel that uniform has a positive impact on the learning and behaviour of our students. The Primary Uniform Policy will be adhered to by all students as they are expected to always wear their uniform smartly. Shirts must be tucked in; sleeves must be down and buttoned. Ties must also be worn properly.

[\*\*\*] in [\*\*] is not wearing the correct school uniform. We have reminded your child on many occasions.

The following items of school uniform are not being worn or not worn properly:

[White shirt (school design); regulation trousers (school design); school tie; jumper (school design); white socks; or plain, flat, black leather shoes]

[White shirt (school design); regulation, knee-length skirt or trousers (school design); school tie; jumper (school design); white socks or tights; or plain, flat, black leather shoes]

The following items of school PE uniform are not being worn:

[School PE t-shirt; school PE shorts; track suit (school colours); white sports socks; or black and/or white trainers]

The following non-uniform items are being worn:

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Thank you for your support and co-operation in this manner.

Kind regards,