



**CAMBRIDGE**  
**ENGLISH SCHOOL**  
مدرسة كيمبردج الإنجليزية

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

# Behaviour Management Policy

<b>Reviewed:</b>	<b>Date: December 2025</b>
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## **BEHAVIOUR MANAGEMENT POLICY**

### RATIONALE

We at Cambridge English School Mangaf are committed to a pro-active approach to positive behaviour. Ambitious standards of behaviour, manners and work are expected from all students. We wish to develop this through students being accepted, valued members of the school community and behaving within the norms of that community.

Successful behaviour management is also an integral part of the learning process, allowing all students the opportunity to take ownership of their behaviour. Positive behaviour management engages the student in a meaningful learning process by seeking to build responsibility, elevated levels of motivation and self-esteem for the student.

## Appendix 1 - Guidelines and Procedures

### **Code of Conduct**

- All students have a right to learn and a responsibility to make the most of all their learning opportunities.
- All teachers have a right to teach and a responsibility to make the learning accessible to their students.
- Every member of the school community has a responsibility to ensure that the rights of others are respected.

### **Aims**

- To encourage children to behave in an appropriate manner in line with the school's expectations reinforced by a system of praise and reward
- To foster a caring and friendly atmosphere in which teaching and learning can take place in a safe and happy environment
- To develop respect for all members of the school community and promote courteous behaviour towards them
- To encourage children to understand that they can affect positive change in their own behaviour.

### **General Response**

- **MINOR**
  - When a student infringes the school or class rules or the school Code of Conduct, he/she should be taken aside and quietly given an opportunity to explain his/her actions in private.
  - If more than one student is involved in an incident, each should be given this opportunity individually.
  - Time for reflection on their actions should also be given to the student and an opportunity to learn from the situation (e.g., break detention, time out, parents contacted or a visit to the Social Worker).
  - No decision on the consequence to be given should be made until a full picture of what happened has been ascertained.

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- It is **not** acceptable for a teacher to place a student unsupervised outside a classroom or to withdraw access to a curriculum subject as a consequence.

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- **MAJOR with suspension being the possible outcome:**
  - **No decision on the consequence to be given should be made until a full picture of what happened has been ascertained.** This will involve, from the start, the Head of School, Head of Pastoral Care, and the Social Worker:
    - Each student involved writing their own signed account of the incident. (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 Social Worker, the respective Head of School or Principal to decide the appropriate consequence.
    - Once decision is made, Social Worker is to contact the parent/s concerned, call them into school, and inform them of the incident and subsequent actions taken by the school.
    - 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 Social Worker, the respective Head of School.
      - At this meeting, the suspension letters will be signed by the student and parent.
      - Students and parents will also sign a behaviour contract.
      - If the parent refuses to sign the suspension letters a member of the school staff, present at the meeting, will sign the form and write, "the parent refused to sign the form."

**IMPORTANT NOTE: CORPORAL PUNISHMENT AND ANY USE OF PHYSICAL FORCE IS ILLEGAL IN KUWAIT.**

## **Rewards and Motivators**

- Verbal praise is the most frequent reward given.
- Staff should make a point of “**catching**” students making the right choice and the response could include the following:
  - Verbal praise and smiling at student
  - Verbal praise to parents about their student
  - Smiley face Cambridge English School Mangaf in books or on board
  - Stickers and stamps
  - Special comments in exercise books
  - Special comments made during assembly
  - Positive note home/positive referral
  - Class wide rewards
  - Merit/House points
  - Team points within the class
  - First in line/leader
  - Student of the Week certificates
  - “Happy Wall”/ “Star of the Week” wall, a child’s name added to the wall and statement of positive behaviour
  - Exceptional work/behaviour “sticker” for the homework diary
  - Stationery rewards
  - Special “thumbs up”

### **NB: SWEETS AND LOLLIES ARE NOT AN ACCEPTABLE REWARD FOR SCHOOL**

- Class teachers set up their own reward chart/systems for achievement and positive behaviour in the classroom.
- All rewards issued to students are to be recorded on MYU
- Each class reward system ties into the whole school system (House or merit points) to ensure consistency throughout the school.
- Students can be set specific targets within this system, which will lead to a certificate for individuals or the whole class praise at flag assemblies, year assemblies or section assemblies.
- Children (in primary) can also be nominated by their teachers for "following the school vision" certificate

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## Consequences

### Behaviour Management

Students to be suspended for 1-3 days for the following:

#### Smoking

- Students caught smoking or in possession of cigarettes.

#### Suspicion of Smoking

- Caught in bathroom cubicles with other students
- Fingers smell of smoke
- Name constantly linked to smoking by other students and staff
- Bags contain cigarettes, vapes or lighters
- Continuous low-level disruption

A combination of the following:

- Constantly leaving the classroom
  - Leaving their seat and walking around the class
  - Constantly talking and disrupting the lesson
  - Constantly shouting out during lessons
  - Constantly late for lessons
  - Constantly forgetting books and stationery
  - Not turning up for detention
  - Disrespecting teachers
  - Underperforming whilst on daily report
  - Constantly forgetting or losing daily report
- 
- Within the class, there should be a warning system where the student is reminded of their misbehaviour and cautioned about consequences.
  - When a student chooses not to follow rules and targets and make the wrong choice with their behaviour then consequenCambridge English School Mangaf are the natural outcome of this inappropriate behaviour.
  - **The following actions are to be used by the classroom teacher prior to proceeding to**

#### STEP 1:

- Verbal warning
- Students name written on the board
- Non-verbal interjection
- Hand signals
- Establish boundaries/routines/systems in classroom
- Give choice... When you have done... Then you can etc. etc.

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- Ignoring and praising students around the student
- Humour
- Mention the off-task student's name while teaching
- Use an "I" statement... "I like the way..."
- 'Buddy' student up with an appropriate peer
- Regularly scan student to monitor behaviour... the "roving eye"

Each section operates a clear process to follow for consequent Cambridge English School Mangaf as follows:

The Classroom Expectations below will be displayed in all classrooms and the students are expected to abide by these.

## Appendix 2 – Classroom Expectations

# **CLASSROOM EXPECTATIONS**

- We will be sure that we have all our books and equipment needed for the lesson.
- We will listen when our teacher is talking.
- We will stay on task and work hard on the tasks that our teacher asks us to do.
- We will put our hand up to speak/answer.
- We will be respectful; we will not disrupt or annoy others.
- We will always keep our work neat.
- We always try our best to complete the tasks our teacher sets.
- We will hand our class work and homework in on time.
- We will be silent during registration and answer only to our own names.



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### Appendix 3 – Expectations for the Playground

The Playground Expectations will be displayed in all play areas and the students are expected to abide by these whenever they are playing in these areas.

## **EXPECTATIONS FOR THE PLAYGROUND**

- Do be gentle; do not hurt anybody.
- Do be kind and helpful; do not hurt others' feelings.
- Do be honest; do not cover up the truth.
- Do look after property; do not waste or damage anything.
- Do play cooperatively; do not spoil people's fun.
- Do play safely; do not fight.

## Appendix 4 – Corridor Expectations

### **CORRIDOR EXPECTATIONS:**

- We will line up quietly and smartly.
- We will walk at all times.
- We will keep to the left.
- We will keep the corridor tidy.

## Appendix 5 – Primary Behaviour Management

### **PRIMARY BEHAVIOUR MANAGEMENT**

#### **I. A Positive Approach**

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. Self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experienCambridge English School Mangaf so that our children are more likely to reach their full potential.

Our core beliefs are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards and celebrating success will increase children's self-esteem and thus help them to achieve more.
- Being aware of each child's needs and their individual circumstanCambridge English School Mangaf helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour at school and at home helps our children feel good about themselves.

#### **II. Primary School 'Golden Rules'**

- We are polite.
- We show respect for ourselves, of the environment, equipment, and others.
- We are kind and helpful.
- We listen.
- We are honest.
- We try our best.
- We keep our hands and feet to ourselves.
- We follow the 'Hands off play' rule.

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As well as the 'Golden Rules' every member of the school community should apply the following principles:

- If you do not stop the inappropriate behaviour, you are condoning it;
- You own your own behaviour.

## Positive and Negative Consequences

### A. Positive Consequences

At Cambridge English School Mangaf, we believe that children should be encouraged to behave well and work hard. We use a number of positives at Cambridge English School Mangaf to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are necessary and appropriate. The following are examples of some of the positive rewards used at Cambridge English School:

- Non-verbal rewards such as a thumbs up sign or a smile;
- Praise. This can also be related the core values embedded in our programme;
- Showing work/achievements to another teacher, to the Head of Key Stage or Head of Primary;
- Individual points
- House points;
- Team points
- Stickers; star charts
- Certificates;
- Pupil or class of the week
- Happy note home to parents;
- Displaying work;
- Excellent work assemblies;

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

### B. Negative Consequences (Sanctions)

To discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves, staff should ask them to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

## Appendix 6 – Early Years Behaviour Management Steps

### I. Early Years Behaviour Management Steps

- **Step 1:** Verbally communicate rules of the classroom/ Poster with Classroom Expectations displayed in all rooms.
- **Step 2:** Time Out in own class 4-5 Minutes ‘Thinking Time’ on cushion on floor without toys. Repeated if necessary.
- **Step 3:** Time Out in another class, 4-5 Minutes “Thinking Time” on cushion on floor without toys. Repeated if necessary.
- **Step 4:** Some time off playtimes at the teacher’s discretion. Parents informed verbally, or written in Communication book/MyU.
- **Step 5:** Head of School and Social Worker involvement in resolving the behaviour issue.
- **Step 6:** Social Worker, and Head of Pastoral involvement in resolving the behaviour issue / to meet with parents.
- **Step 7:** More serious behaviour will involve the Head of Primary who will meet with parents to discuss future action.

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## II. KS 1 and KS 2

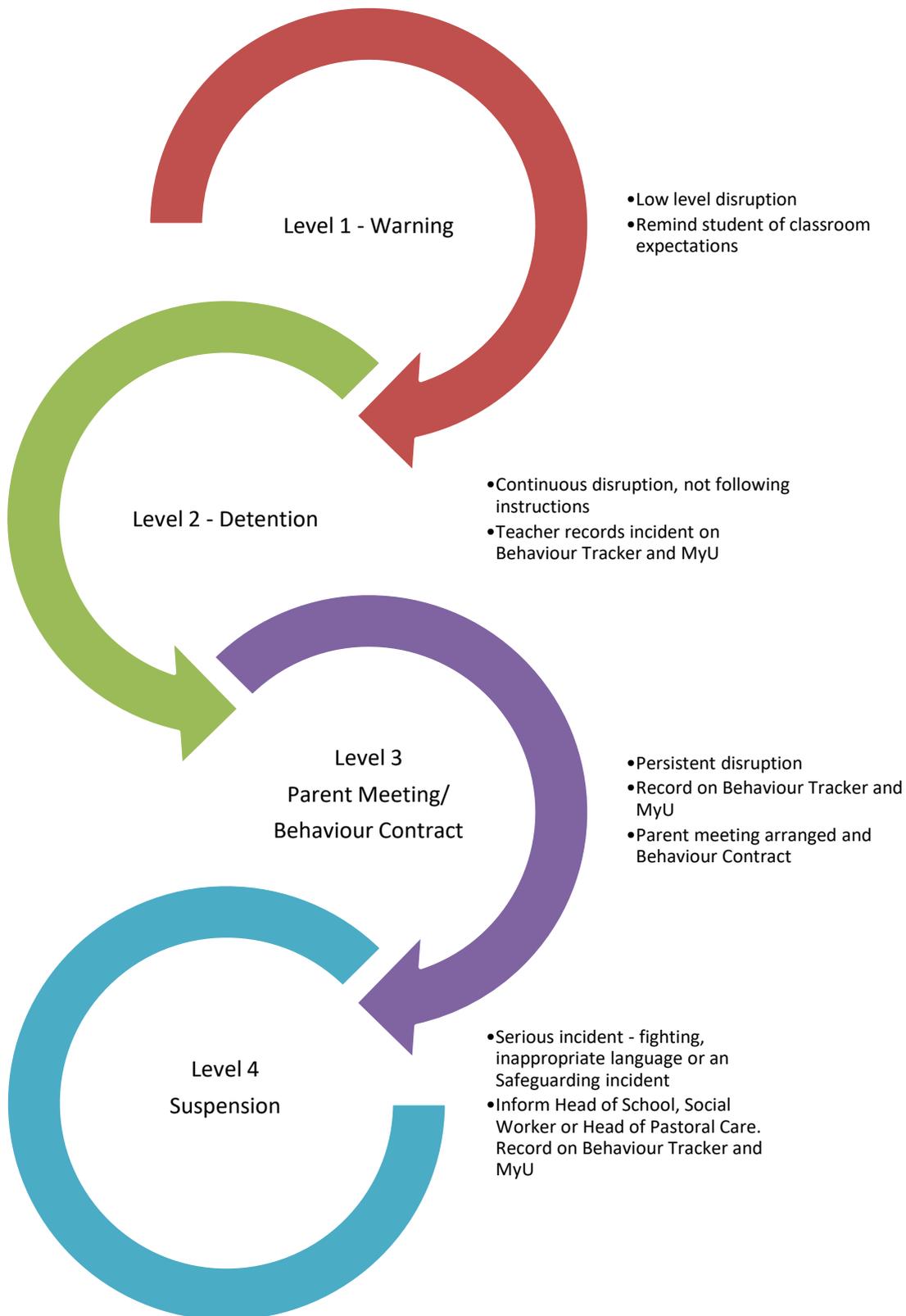
The below chart is to assist in identifying the varying levels of **negative behaviours** which may include:

Low Level	Moderate Level	Serious Level
<ul style="list-style-type: none"> <li>• Consistent fidgeting / fiddling</li> <li>• Punctuality to class</li> <li>• Dropping litter</li> <li>• Noisy e.g., talking/shouting</li> <li>• Failing to keep on task</li> <li>• Leaving desks</li> <li>• Unkind remarks</li> <li>• Time wasting</li> <li>• Telling lies</li> <li>• Running in walkways</li> <li>• Pushing in line</li> <li>• Chewing gum</li> <li>• Borrowing without permission</li> <li>• Leaving work area untidy</li> <li>• Unprepared for work</li> </ul> <p><b>Any persistence of low-level behaviours would move into the moderate level.</b></p>	<ul style="list-style-type: none"> <li>• Consistently shouting out</li> <li>• Poor effort</li> <li>• Distracting others</li> <li>• Poor attendance</li> <li>• Unprepared for work (continuously)</li> <li>• Non uniform</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Disregarding supervisors</li> <li>• Threatening / aggressive behaviour</li> <li>• Refusal to co operate</li> <li>• Vandalism – graffiti etc</li> <li>• Bad language</li> </ul> <p><b>Repeated incidents of any moderate behaviours – Assistant Head involved.</b></p>	<ul style="list-style-type: none"> <li>• Serious assault</li> <li>• Vandalism e.g., extreme damage to school property / toilets</li> <li>• Serious physical / verbal threats made to staff</li> <li>• Violent outbursts, verbal / physical</li> <li>• Leaving school without permission</li> </ul> <p><b>Incidents of any serious behaviours – Social Worker, Deputy Head, Head of Pastoral, Head of Primary and Parents involved.</b></p>

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### III. KS 1 and KS 2 Behaviour management Steps

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## Appendix 7 – Secondary Section Behaviour Management

### **SECONDARY SECTION BEHAVIOUR MANAGEMENT**

#### **(Student Disciplinary Procedure)**

#### **1. SCOPE AND PURPOSE**

1.1 This document sets out the behaviour management procedure which students are expected to maintain.

1.2 Breach of the behaviour management procedure may lead to disciplinary action being taken against a student and repeated breaches or a single profoundly serious breach may result in a student being suspended or expelled from the school.

1.3 The code applies to all students at the school.

#### **2. CODE OF CONDUCT**

Students must:

2.1 Use school facilities and behave in a way which respects the needs and aspirations of others to learn, teach and live within the community of the school.

2.2 Familiarise themselves with the school's health and safety and other regulations, comply with those regulations and act at all times with due regard for their own safety and that of others.

2.3 Respect the property of the school, and of its staff, other students, and visitors.

2.4 Support staff and other students in the maintenance of a clean and tidy environment throughout the school.

2.5 Attend lessons and other events at which they are scheduled to attend regularly and punctually.

2.6 Inform the appropriate member of staff as soon as practicable if for any reason they are unable to attend a lesson or other scheduled event.

2.7 Submit homework and other course related tasks at a time specified by a tutor or later if specifically negotiated with a teacher.

2.8 Students should be aware that a breach of any School policy, e.g., Health and Safety, Equal Opportunities may result in disciplinary action being taken.

#### **3. MISCONDUCT**

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The following are examples of misconduct which may result in disciplinary action being taken against students:

- Any breach of any of the students' obligations set out above including any breach of health and safety or other regulations of the school;
- Failure to follow reasonable instructions given by a member of staff;
- Cheating, plagiarism or copying the work of others

#### **4. IMMEDIATE SUSPENSION – these can be made by Head of School, Principal**

Any serious cases of misconduct may incur an immediate suspension, up to 3 days as directed by The Ministry of Education.

Examples of immediate suspension include:

- Language or acts of a sexual nature.
- Causing damage to the school building, equipment, books or furnishings or any property of others.
- Smoking, Vaping or being in possession of cigarettes on School premises.
- Theft of property or any other dishonest acts.
- Bullying, intimidation, taunting, verbal abuse, or the threat of actual acts of violence towards any person.

#### **5. MOBILE PHONES**

Mobile phones are not allowed on School premises. Staff are authorised to confiscate mobile phones from students who are caught in possession of a phone.

- **1<sup>st</sup> offence** - Phone is taken from the student and parent comes into School to sign a letter.
- **2<sup>nd</sup> offence** - Phone is taken and returned at the **end of term**. Parent comes into School to sign a letter.
- **3<sup>rd</sup> offence** - Phone is taken till the **end of the academic year**. Parent comes into School to sign a letter.

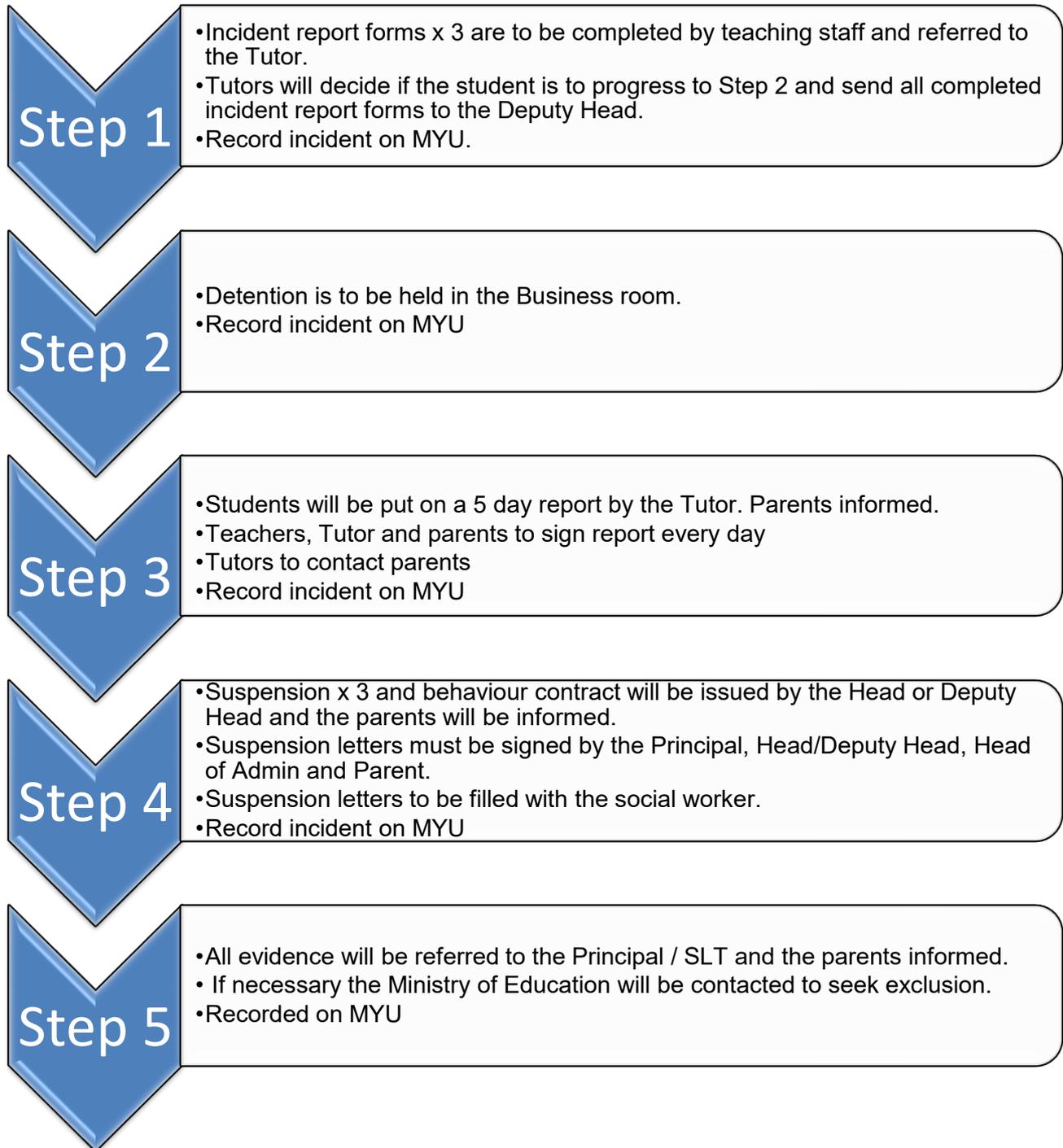


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## Appendix 8 – Secondary Section Behaviour Management Steps

### **SECONDARY SECTION BEHAVIOUR MANAGEMENT STEPS**



Appendix 9 – Incident Reporting Forms

**Incident Report Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parents Number \_\_\_\_\_

Form Teacher: \_\_\_\_\_ Room: \_\_\_\_\_

Lesson \_\_\_\_\_ Time \_\_\_\_\_

- |  |   |
|--|---|
| <input type="checkbox"/> Refusing to work  | <input type="checkbox"/> Destroying property in any form  |
| <input type="checkbox"/> Throwing items  | <input type="checkbox"/> Talking without permission       |
| <input type="checkbox"/> Disrupting with noises  | <input type="checkbox"/> Using inappropriate language     |
| <input type="checkbox"/> Teasing classmates  | <input type="checkbox"/> Ignoring instructions repeatedly |
| <input type="checkbox"/> Moving out of assigned area                                       | <input type="checkbox"/> Making inappropriate gestures    |
| <input type="checkbox"/> Sleeping  | <input type="checkbox"/> Verbal aggression                |
| <input type="checkbox"/> Employing excessive and inappropriate attention-seeking behaviour | <input type="checkbox"/> Physical aggression              |
| <input type="checkbox"/> Being out of class without permission                             | <input type="checkbox"/> No stationary                    |
| <input type="checkbox"/> Eating in class   | <input type="checkbox"/> Missing class                    |
| <input type="checkbox"/> Lateness to class   |   |

Supporting Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Actions Taken: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Name: (please print) \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Student's signature: \_\_\_\_\_

**Appendix 10**

Student's Account of an Incident

Today's Date:

Date of Incident: [OB]

Name of Student: [OB]

Class group:

Where did the incident take place:

Time:

Details of incident: [OB]

Parents Number:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Signed (student): \_\_\_\_\_

Print Name (student): \_\_\_\_\_

Staff Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Appendix 11 – Refusal to Sign Form

Refusal to Sign Form	
Date:	
Student Name:	
Class and Year:	
Teacher Name:	



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Comments:	
Social Worker:	
Head of Section:	
Head of Pastoral Care:	