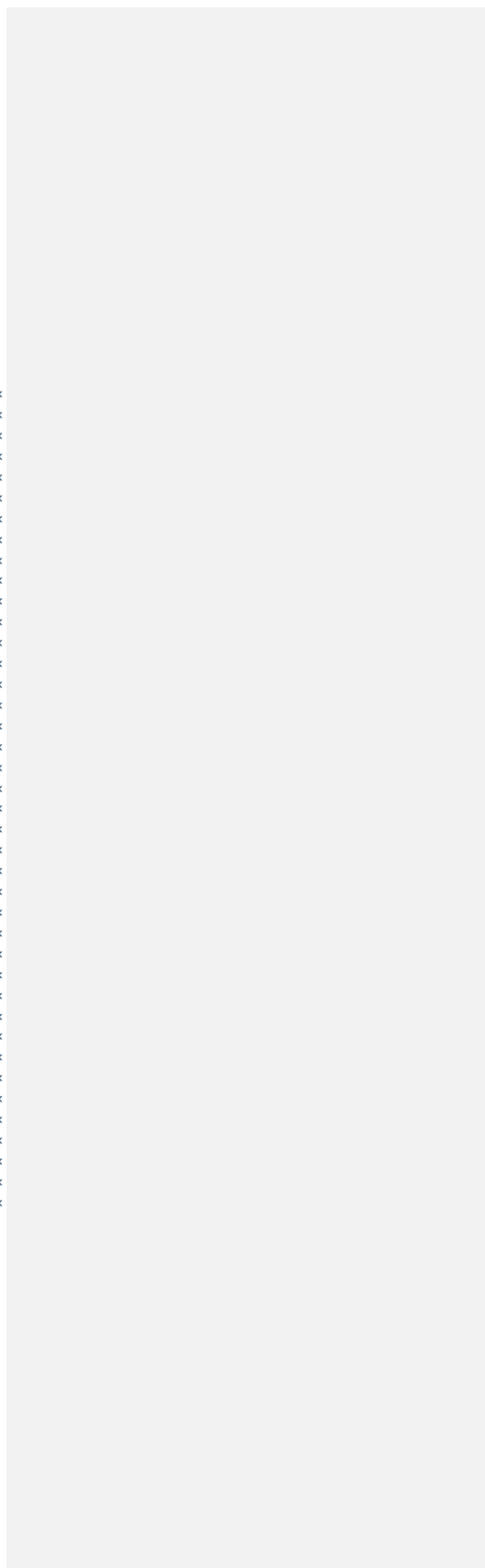




NORD ANGLIA  
INTERNATIONAL SCHOOL  
ABU DHABI

# BEHAVIOUR FOR LEARNING AND PASTORAL SUPPORT POLICY



## **Statement of purpose**

At Nord Anglia International School Abu Dhabi (NAS Abu Dhabi), we believe that positive behaviour is the foundation for effective learning, strong relationships and a safe, happy school environment.

Behaviour expectations across the school are closely aligned to children's developmental stages and our commitment to creating a climate of respect, compassion, curiosity and responsibility.

## **Our policy is underpinned by the following principles:**

- 1) High-quality teaching and learning experiences that engage and inspire and meets diverse learning needs.
- 2) Clear, consistent routines suited to the developmental needs of all learners.
- 3) Positive reinforcement to celebrate achievements and encourage everyone to thrive.
- 4) Supportive interventions that explicitly teach self-regulation, problem-solving and social-emotional skills.

## **We recognise that:**

- a) Strong trusting relationships are the foundation for creating an environment where children feel safe, supported and able to flourish.
- b) Behaviour is a form of communication and seeking to understand its meaning is key to effective support.
- c) Children develop social and emotional skills at different rates and all progress should be acknowledged.
- d) Early intervention and restorative approaches are the most effective ways to promote lasting positive change.

## **Guiding Principles for NAS Abu Dhabi**

- a) Relationships first – Strong, trusting relationships between staff, children, parents/carers form the basis for success.
- b) Positive role-modelling – All staff consistently model respectful language, active listening, empathy and patience.
- c) Clear expectations – Children are explicitly and positively taught what respectful and safe behaviour looks like in different contexts (classroom, playground, corridors, assemblies, online). Expectations are explained in ways that suit different communication styles and revisited regularly to support all students.
- d) Consistent routines – Predictable and clearly communicated routines provide students with a sense of safety and stability, supporting their well-being and enabling them to confidently engage in all aspects of school life.
- e) Partnership with parents/carers – We work closely with parents and carers to share behaviour expectations in ways that reflect our shared values, celebrate student's strengths and provide consistent support across home and school.

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## Parental Role in Behavioural Management

Parents are the child's first educators, and we expect a collaborative partnership between home and school.

In line with our Home–School Partnership Agreement, parents are expected to:

- a) Ensure children arrive at school on time, well-rested, in correct school uniform, and ready to learn.
- b) Inform the school of any issues that may impact learning or behaviour.
- c) Support school policies, including our approaches to positive behaviour.
- d) Attend meetings to discuss progress and behaviour when required.
- e) Reinforce positive attitudes towards learning at home.

## Home–School Partnership Agreement

At NAS Abu Dhabi, we work with students, parents/carers, and staff to create a school environment where teaching and learning are of the highest quality, students enjoy their learning, and they feel intellectually challenged, supported, and valued.

We believe in equipping students with the values, skills, and attitudes that will support their growth, wellbeing, and learning for life.

We aim to build self-esteem and confidence, and to create opportunities where students, parents/carers, and staff feel valued as part of our learning community. We are committed to working together in a strong, respectful partnership that prioritises the best interests of the child.

## Agreement – Parents and Carers

I/We shall aim to:

- a) Ensure my/our child attends school regularly, on time, properly equipped, and in full school uniform.
- b) Inform the school of any circumstances or concerns that may affect my/our child's education, wellbeing, or behaviour.
- c) Support the school's policies and approaches to behaviour, which are based on respect, safety, and inclusion.
- d) Attend parents' meetings and discussions about my/our child's progress.
- e) Engage in my/our child's school life by encouraging positive behaviour, supporting learning at home and talking about the school day.

This agreement is supported by the NAS Abu Dhabi Expectations, which should be consistently upheld by all staff to ensure fairness, predictability, and a supportive learning environment for all students.

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## The NAS Way ... Expectations

1

We are kind, compassionate and respectful towards all members of our school community.

2

We always aim to do our best.

Everyone's best looks different, and we support each other to grow, learn and succeed.

3

We listen actively and respond respectfully.

We can ask for clarification, time and support when needed.

4

We wear the correct school uniform with pride.

5

We keep our hands, feet and personal belongings to ourselves.

6

We take care of our learning spaces, school resources and shared environment.

7

We move calmly around our school, walking on the right-hand side in corridors and open spaces.

8

We come prepared and on time for learning.

If we need support, we know to ask for help.

9

We use devices in the right way and at the right time.

Mobile phones and smartwatches stay in the pouch during learning hours (8.15am – 3.30pm)

10

We complete learning tasks to the best of our ability.

Life at school is a journey, along the way there are many who can support you if you need help with any of these – your Class Teacher, Personal Tutor or Head of Year is a great starting place.

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## EYFS and Primary Classroom Routines

<b>EXPECTATION</b>	<b>HOW THIS WILL BE ACHIEVED</b>
At the Start of the day / lesson	Teachers greet children warmly at the classroom door, meeting and greeting every child by name. Children put away personal items and settle quickly on the carpet or at their table, ready for learning.
During lessons	Activities are varied, engaging, and matched to children's developmental needs. Positive behaviours (listening, helping, trying hard) are acknowledged immediately.
Movement around school	Children walk calmly in lines on the right-hand side (Right is right), keeping hands and feet to themselves. Staff praise those demonstrating safe and respectful movement
Transitions in EYFS	Use visual cues/timetables, songs, and countdowns to help children prepare to move from one activity to another calmly.
At the end of the lesson	Children tidy their space, reflect on achievements, and leave in an orderly manner. Teachers dismiss children directly to parents or carers at the classroom door.

### **ADEK Levels of Behaviour Examples (EYFS and Primary)**

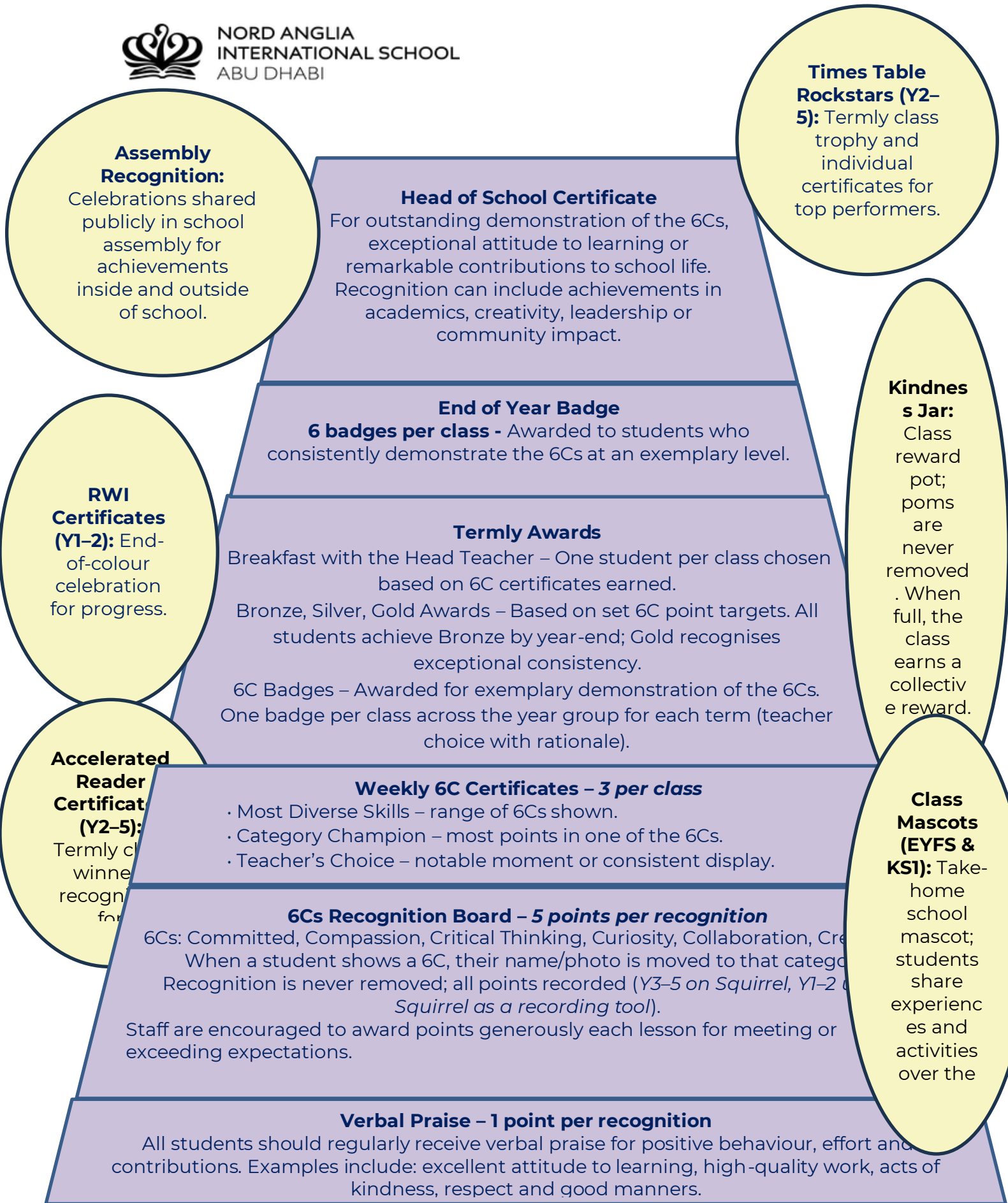
Level 1: Not following instructions, calling out, running indoors, interrupting others, not wearing the correct uniform, misuse of learning resources, unkind words.
Level 2: Repeated refusal to follow instructions, unsafe play, damaging property, leaving the classroom without permission, hurtful name-calling.
Level 3: Bullying, intentional damage to property, leaving school premises without permission, physical aggression causing distress but no injury.
Level 4: Physical aggression causing injury, bringing dangerous items to school, repeated serious bullying, deliberate actions that put others at significant risk.

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This approach provides a clear, step-by-step way to celebrate and recognise children's efforts, achievements and positive behaviour. It encourages a classroom culture where praise and rewards are routine, helping students feel valued, motivated and supported in a positive and purposeful learning environment.

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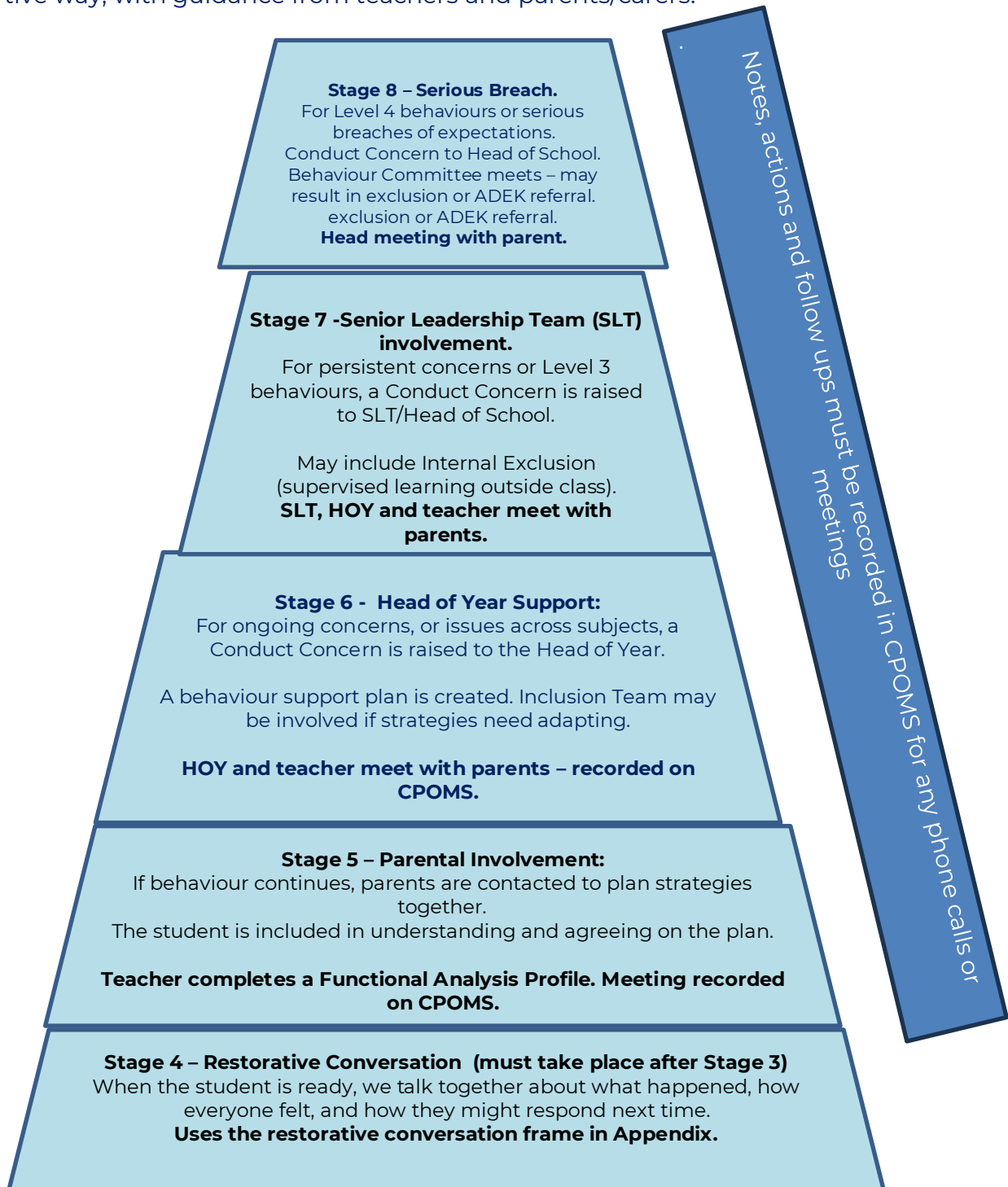


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## A Staged Approach to Supporting Positive Behaviour in the Primary Classroom

This approach helps teacher guide students towards making positive choices, building strong relationships, and creating a caring, respectful and inclusive classroom. Each stage gives students a chance to reflect, learn and grow, while being treated with kindness and dignity. Students are encouraged to take responsibility for their actions in a supportive way, with guidance from teachers and parents/carers.



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Recorded on ISAMS

**Stage 3 – Reflection Time**

***The child is supported to reflect in a private, safe space.***

*Time in a calm, safe space to pause, regulate and think.*

***Recorded on iSAMS. The teacher speaks to parents at the end of the day or makes a phone call home if not possible in person.***

***A calm, kind reminder of our NAS Abu Dhabi Classroom Expectations.***

*Opportunity to adjust behaviour, organise equipment or correct uniform in a supportive way.*

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## Secondary Classroom Routines

These are the BASICS for setting the tone for effective teaching and learning:

**B**ooks and equipment are immediately out.

**A**lways meet, greet and welcome your students at the door – uniform check, calm and quiet.

**S**eating groups – there should be flexible, thoughtful groupings for students with a clear purpose and consideration of needs and interests.

**I**nterruptions to learning should be minimal – high behaviour expectations with no student leaving in the first 20 minutes (bathroom visits should be during 5-minute changeover or breaks).

**C**reate a learning mindset immediately - opening activities for engagement should be in place at the start.

**S**tudents should be dismissed with high expectations – teacher at the door, uniform check, calm and quiet.

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<u><b>EXPECTATION</b></u>	<u><b>HOW THIS WILL BE ACHIEVED</b></u>
<p><b>At the start of the day (Morning Registration):</b> Morning registration provides a positive, punctual and purposeful start to the day with a warm welcome and check in by the Personal Tutor.</p>	<p>The Personal Tutor will:</p> <ol style="list-style-type: none"> <li>1) Monitor attendance and punctuality to school</li> <li>2) Check uniform and presentation</li> <li>3) Ensure mobile phones are secured in phone pouches</li> <li>4) Check equipment and learning readiness</li> </ol>
<p><b>Before the lesson:</b> All students enter the classroom in a quiet and orderly way.</p>	<p>Teacher stands at door to warmly meet and greet each pupil by name. Any issues with uniform and/or jewellery are corrected with a gentle reminder.</p> <p>Registers are completed on iSAMS with lates recorded as required.</p>
<p><b>At the start of the lesson:</b> Students move to their seat quietly and calmly, so they are ready to learn with equipment ready.</p>	<p>Teachers will create a <b>learning mindset immediately</b> - opening activities for engagement should be in place at the start.</p>
<p><b>During the lesson:</b> Activities are varied and appropriate in terms of challenge and style impacting positively on student behaviour.</p> <ul style="list-style-type: none"> <li>• Encourage and praise effort and positive behaviour, awarding House Points when pupils meet the NASAD Expectations.</li> <li>• Use a variety of strategies for classroom management.</li> </ul>	<p>House Points (HP) are awarded generously by the teacher throughout the lesson in recognition of the positive attitudes and contributions made by students. A student who consistently meet or exceed NASAD expectations should be awarded 1 HP per lesson.</p> <p>Teachers guide students toward making positive choices, strengthen relationships, and create a respectful, inclusive learning environment.</p> <p>Secondary classroom teachers will consistently follow the Staged Approach to Supporting Positive Behaviour when students are not meeting NASAD Expectations.</p>
<p><b>At the end of the lesson:</b> Students leave on time and in a calm and orderly way.</p>	<p>Teachers ensure there is plenty of time to end the lesson, ensuring the classroom is tidied, with the chairs tucked under and all equipment away.</p> <p>Students are dismissed with high expectations – teacher at the door, uniform checked, calm and quiet.</p>

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**ADEK Levels of Behaviour Examples (Secondary)**

Level 1: Not following instructions, interrupting others, not wearing the correct uniform, misuse of learning resources or devices, punctuality to school and lessons, missed homework

Level 2: Truancy lessons, damaging property, leaving the classroom without permission, hurtful name-calling, fighting, misuse of mobile phones, vaping.

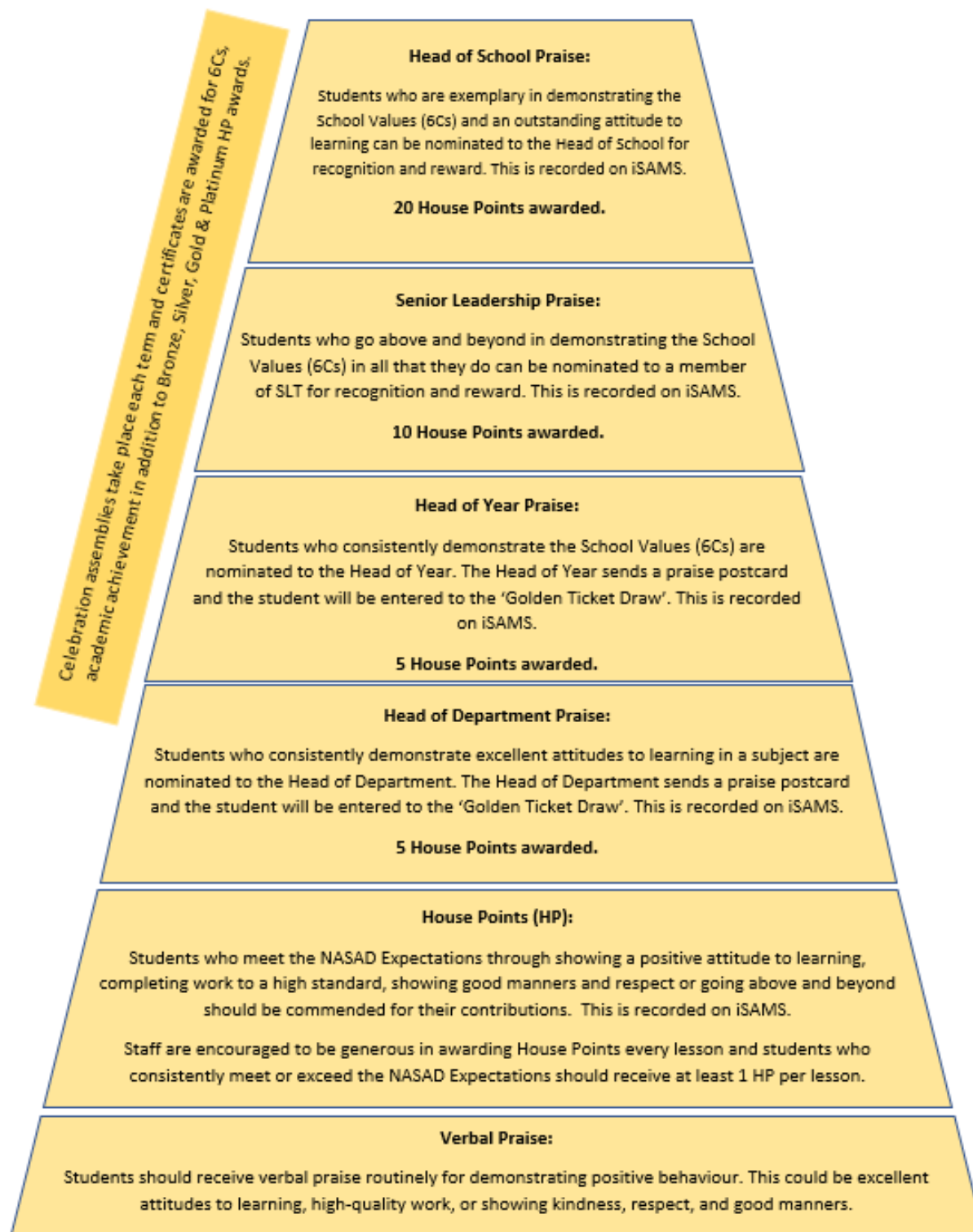
Level 3: Bullying, intentional damage to property, leaving school premises without permission, physical aggression causing distress but no injury.

Level 4: Physical aggression causing injury, bringing dangerous items to school, repeated serious bullying, deliberate actions that put others at significant risk.

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## Secondary - A Staged Approach to Praise and Reward for Students

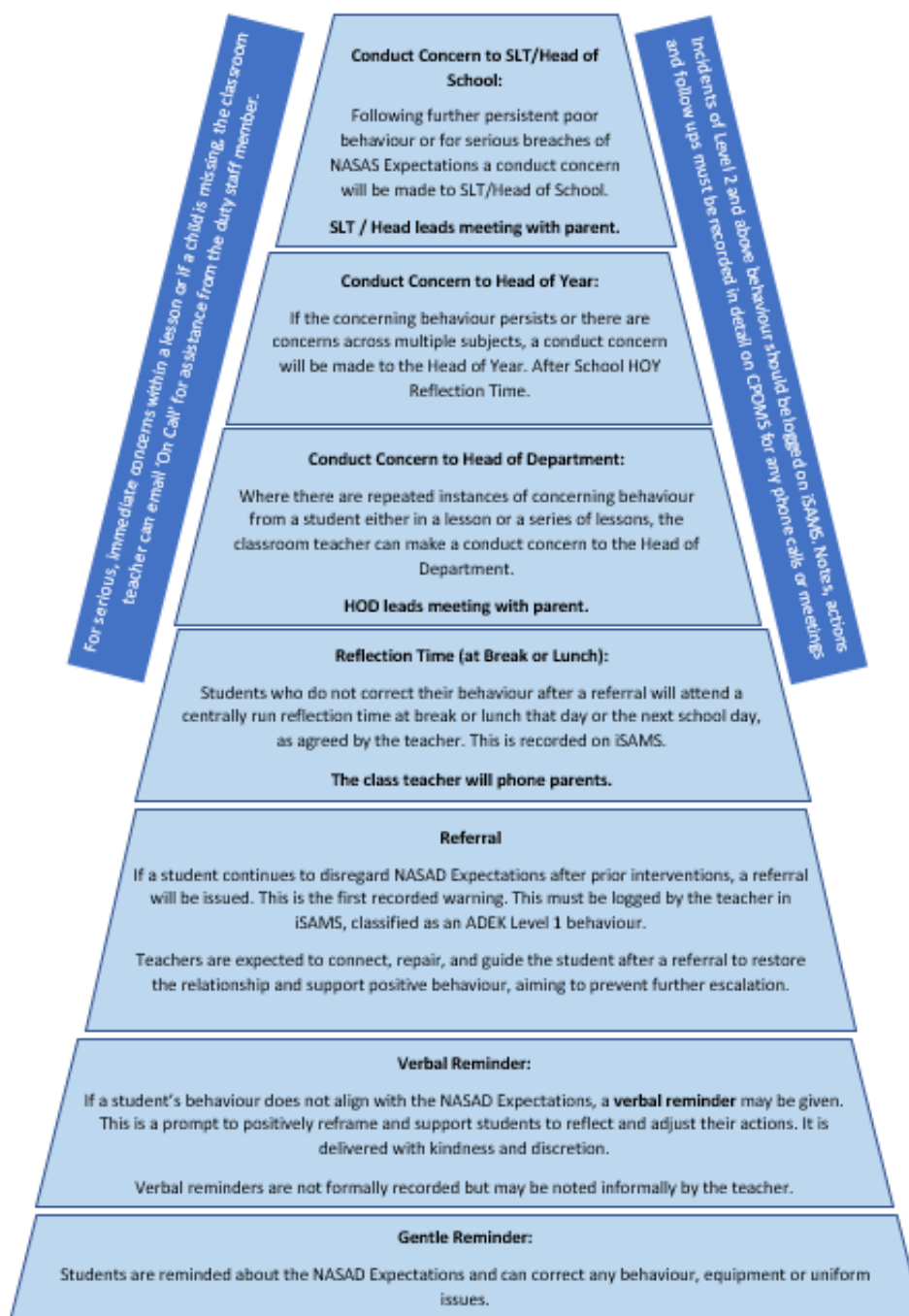
The following process is intended to offer a clear, staged approach to creating a culture where students are rewarded, praised and celebrated as a matter of routine leading to a positive and purposeful learning environment.



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## A Staged Approach to Supporting Positive Behaviour in the Secondary Classroom

This staged approach allows teachers to guide students toward making positive choices, strengthen relationships, and create a respectful, inclusive learning environment. Each stage offers opportunities for reflection and growth, ensuring that all students are treated with dignity and encouraged to take responsibility in a constructive way with the support of their teachers, and their parents/carers.



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## Procedure for dealing with aggressive behaviour (ADEK Level 3 / 4).

### DEFINITION

Aggressive or threatening behaviour is defined as the verbal or physical abuse of another member of our school community.

### POLICY

Any display of threatening behaviour in the form of verbal or physical abuse is strictly forbidden.

### COMMUNICATION OF POLICY

- (a) Students will be reminded in assemblies, tutor periods and by class teachers about the expectations governing their behaviour towards others.
- (b) The policy will be reviewed annually and any changes will be reflected on the school website.

### PROCEDURE TO BE FOLLOWED

1. Incidents of serious aggressive behaviour between students should be reported immediately to a member of SLT. Any injuries must be seen to immediately by the Clinic.
2. Certain minor incidents may be dealt with by discussion with the students concerned.
3. More serious or repeated incidents will require senior staff involvement and parental contact, with written records logged appropriately on CPOMS.
4. Students who persistently display aggressive behaviour could face fixed term or permanent exclusion.
5. In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be signed in acknowledgement as per ADEK requirements.
6. Parents have the right to make representations to the Principal in the event of an exclusion.

### SANCTIONS

Students who cause harm to others will be required to take part in **restorative workshops** or reflective sessions with the School Counsellor. These sessions aim to help them to:

- 1) Understand the impact of their actions on others,
- 2) Take responsibility in a supportive environment, and
- 3) Learn strategies to repair relationships and make positive choices moving forward.

Whilst normal school sanctions such as Reflection Time may be appropriate for some cases, students who display serious or persistent forms of bullying will face internal isolation or a fixed term or permanent exclusion from school.

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## Procedure for dealing with bullying (ADEK Level 3 / 4).

### DEFINITION

Bullying is the wilful and conscious desire to hurt, threaten, frighten or exclude someone. It can take the form of either verbal or physical abuse or intimidation, or social bullying, such as deliberately excluding others. Verbal abuse or intimidation may be in the form of cyber bullying.

### POLICY

The bullying of students by other students either on school premises or on the way to and from school is strictly forbidden, and NAS Abu Dhabi has a zero-tolerance approach to bullying.

Incidents of bullying will always be treated as a very serious matter and should be dealt with according to the guidelines listed below.

### COMMUNICATION OF POLICY

- a Students will be educated about bullying and its impact in assemblies, tutor periods and classes and guided by the NASAD expectations for their behaviour towards others.
- b The policy will be reviewed annually and any changes will be reflected on the school website.

### PROCEDURE TO BE FOLLOWED

1. All staff are asked to be vigilant to report any signs of bullying such as deterioration of work, spurious illness, erratic attendance etc.
2. Where incidents of bullying are detected:
3. All involved should be referred to the Head of Year and a member of SLT
4. All those involved will be asked to record the events in writing (if age appropriate) – logged in CPOMS.
5. A discussion to resolve situation with individual and groups of students may take place.
6. Parents will be contacted, and interviews arranged where appropriate.
7. Appropriate counselling may need to be made available for victims of bullying.
8. A record will be placed on the student's file if they are found to be responsible for bullying behaviours.
9. Students who persistently display bullying behaviour could face fixed term or permanent exclusion.
10. In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be signed in acknowledgement as per ADEK requirements.
11. Parents have the right to make representations to the Principal in the event of an exclusion.

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## Procedure for dealing with racism (ADEK Level 3 / 4).

### DEFINITION

Racism is any behaviour, action, or language (whether intentional or unintentional) that discriminates against, demeans, excludes, or disadvantages an individual or group based on their race, skin colour, ethnicity, culture, or national origin. This includes direct acts such as name-calling, slurs, or harassment, as well as indirect actions such as stereotyping, prejudiced assumptions, or behaviour that creates a hostile or unsafe environment for others.

### POLICY

Racism of any form towards any member of our school community, including on social media, is strictly forbidden in any circumstances and a zero-tolerance approach applies.

### COMMUNICATION OF POLICY

- (a) Students will be educated about racism and its impact in assemblies, tutor periods and classes and guided by the NASAD expectations for their behaviour towards others.
- (b) The policy will be reviewed annually and any changes will be reflected on the school website.

### PROCEDURE TO BE FOLLOWED

All incidents of racism should be reported to a member of SLT who will then;

- 1) Liaise with the appropriate staff.
- 2) Require all involved to record the events in writing (logged on CPOMS).
- 3) Keep a record of the discussions that take place and outcomes in CPOMS.
- 4) Contact parents and arrange interviews where appropriate.
- 5) Offer support to the victim.
- 6) Enter record in student files.
- 7) In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be signed in acknowledgement as per ADEK requirements.
- 8) Parents have the right to make representations to the Principal in the event of an exclusion.

### SANCTIONS

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- 1. Understand the impact of their actions on others,
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Whilst normal school sanctions such as Reflection Time may be appropriate for some cases, students who display serious or persistent forms of bullying will face internal isolation or a fixed term or permanent exclusion from school.

Racism has been deliberately separated from other forms of discrimination as NAS Abu Dhabi wishes to highlight and stand up to its prevalence in society.

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## Procedure for dealing with discrimination (ADEK Level 3 / 4).

### DEFINITION

Discrimination is an action, practice or choice of language that excludes or disadvantages individuals or groups on the basis of an actual or perceived trait.

### POLICY

Discrimination of any form towards any member of our school community, including on social media, is strictly forbidden in any circumstances and a zero-tolerance approach applies.

### COMMUNICATION OF POLICY

- a Students will be educated about discrimination and its impact in assemblies, tutor periods and classes and guided by the NASAD expectations for their behaviour towards others.
- b The policy will be reviewed annually and any changes will be reflected on the school website.

### PROCEDURE TO BE FOLLOWED

All incidents of discrimination should be reported to a member of SLT who will then;

1. Liaise with the appropriate staff.
2. Require all involved to record the events in writing (logged on CPOMS).
3. Keep a record of the discussions that take place and outcomes in CPOMS.
4. Contact parents and arrange interviews where appropriate.
5. Offer support to the victim.
6. Enter record in student files.
7. In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be signed in acknowledgement as per ADEK requirements.
8. Parents have the right to make representations to the Principal in the event of an exclusion.

### SANCTIONS

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## Procedure for students prohibited substances and Illegal / dangerous items onto school grounds (ADEK Level 3 /4)

### DEFINITION

Prohibited substances include, but are not limited to, cigarettes, e-cigs (vapes/ Juul), alcohol, drugs and 'Legal highs'. Dangerous/ illegal items include, but are not limited to, weapons and fireworks.

### POLICY

- a) The smoking, inhaling or swallowing of any prohibited substances by students, either on school premises or on the way to or from school, is not allowed under any circumstances.
- b) The bringing of cigarettes, illegal and/ or dangerous items, alcohol and any other drugs, together with matches, fireworks or other dangerous items / weapons onto the school premises, or on the way to and from school is strictly forbidden.

### COMMUNICATION OF POLICY

- a) Students will be reminded in assemblies, tutor periods and in Moral Education lessons about the rules governing smoking, the taking of any other substances and bringing Illegal/dangerous items into school.
- b) The policy will be reviewed annually, and any changes will be reflected on the school website.

### PROCEDURE TO BE FOLLOWED

- a) Students caught in possession of any prohibited substances or illegal/ dangerous items should be referred immediately to a member of SLT.
- b) The following action will then be taken:
  - 1) Request made to hand over the prohibited materials or substances.
  - 2) If students are found to be in possession of illegal substances or illegal/dangerous items the Police will be notified.
    - a) Telephone call to parents informing them of incident and requesting that they collect their son or daughter's property from school. If appropriate in more serious cases parents will be interviewed by a senior teacher and the Police involved.
    - b) A record will also be kept in the student's file.
    - c) More serious or repeated incidents will require senior staff involvement and parental contact, with written records logged in student files.

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- d) Students could face fixed term or permanent exclusion.
- e) In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be
- f) signed in acknowledgement as per ADEK requirements.
- g) In the case of prohibited substance use, the school will recommend seeking professional help. If caught more than once this will become mandatory before the student is allowed to return to school.
- h) Parents have the right to make representations to the Principal in the event of an exclusion.

## SANCTIONS

Whilst normal school sanctions such as detentions may be appropriate for some cases, students who bring prohibited substances and illegal dangerous items onto school grounds will face internal isolation or a fixed term or permanent exclusion from school.

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## Procedure for dealing with academic dishonesty (ADEK Level 3 /4).

### DEFINITION

Academic dishonesty is an attempt made by a student to gain unfair advantage in an examination, or through the submission of work that is not original and authentic.

### POLICY

Any dishonest academic practices will not be tolerated at NAS Abu Dhabi. The School reserves the right to award a score of zero or leave the work ungraded.

### COMMUNICATION OF POLICY

- 1) Students will complete training in all subjects on academic honesty. They will be asked, including understanding what academic honesty is, plus methods to avoid it in research and study.
- 2) In Secondary students will be required to sign internal and external (exam board) documents, declaring work to be authentic.
- 3) The policy will be reviewed annually and any changes will be reflected on the school website.

### PROCEDURE TO BE FOLLOWED

- 1) Any suspected academic dishonesty should be reported to Head of Department and thoroughly investigated. This may include use of plagiarism detection sites such as Turnitin.
- 2) If dishonesty is proven, parents must be informed and a written record added to the student's file (please submit to the Headteacher's PA). A referral should also be completed for information purposes.
- 3) A day of internal isolation must be completed by the student.
- 4) If it is the student's first offence, they may be offered the opportunity to sit another paper or re-submit the piece of work in question. If it is a repeat offence, then the Head of Department reserves the right to award a score of zero or leave the work ungraded.

### SANCTIONS

Please see points 3 and 4 above.

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## **Behaviour Management Committee (BMC)**

### **1) Purpose**

The Behaviour Management Committee (BMC) is established to oversee the fair and consistent implementation of the school's Behaviour Policy, particularly in managing and resolving serious student behaviour cases in accordance with ADEK regulations. The BMC ensures a structured, transparent, and supportive approach to student discipline and behavioural support.

### **2) Objectives**

The BMC is responsible for:

- Reviewing and investigating Level 3 and Level 4 behaviour incidents.
- Ensuring consequences are fair, proportionate, and in line with ADEK guidelines.
- Making recommendations for student support and behaviour interventions.
- Referring serious or unresolved cases to ADEK when required.
- Supporting the school's effort to promote a positive behavioural culture.

### **3) Committee Composition**

- The BMC will consist of the following members:
- Chairperson: School Principal, Head of Secondary, Head of Primary
- Member: Head of Pastoral Care
- Member: School Counsellor
- Member: Relevant Teacher (e.g., Homeroom or Subject Teacher)
- Member (as needed): Head of Inclusion
- Observer (optional): Parent Representative (with consent and confidentiality provisions)
- Note: Committee composition may be adjusted based on the case being reviewed.

### **4) Meeting Procedures**

- Meetings Frequency: As required, typically upon escalation of Level 3 or 4 behaviour incidents.
- Quorum: At least 3 core members must be present, including the Chair.
- Documentation: All meetings and decisions must be formally recorded in a secure and confidential manner.
- Communication: Outcomes will be communicated to students and parents in writing, with opportunity for appeal where applicable.

### **5) Responsibilities**

- Assess incident reports and gather additional evidence as needed.
- Conduct student and parent meetings where appropriate.
- Ensure decisions follow ADEK's behaviour classification and disciplinary procedures.
- Recommend actions such as:
  - Suspension (internal or external)
  - Behaviour contracts or agreements
  - Psychological support or referral
  - Involvement of external agencies
- Refer cases to ADEK Private Schools and Quality Assurance sector when required.

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**6) Confidentiality**

All members of the BMC must maintain strict confidentiality regarding student information, committee discussions, and decisions.

**7) Review and Evaluation**

The Terms of Reference and the performance of the BMC will be reviewed annually by school leadership to ensure continued effectiveness and compliance with ADEK policy updates.

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## **Appendix 1: ADEK Levels of Behaviour**

Our policy has been designed in conjunction with the ADEK School Policy on Student Behaviour. These are provided below:

<b>Level 1</b>	<ol style="list-style-type: none"> <li>1) Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.</li> <li>2) Failing to attend classes on time repeatedly without an acceptable excuse.</li> <li>3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.</li> <li>4) Not bringing books and other resources for school without an acceptable excuse.</li> <li>5) Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).</li> <li>6) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).</li> <li>7) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.</li> <li>8) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).</li> <li>9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</li> </ol>
<b>Level 2</b>	<ol style="list-style-type: none"> <li>1) Leaving or entering the classroom during class time without permission.</li> <li>2) Not attending mandatory school activities and events without an acceptable excuse.</li> <li>3) Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.</li> <li>4) Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.</li> <li>5) Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).</li> <li>6) Taking out and/or using mobile phones at school without permission or in the case of emergency. 7) Verbally abusing or insulting any member of the school community (including visitors).</li> <li>7) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.</li> <li>8) Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.</li> <li>10) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</li> </ol>

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<b>Level 3</b>	<ol style="list-style-type: none"> <li>1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.</li> <li>2) Fabrication, falsification of documents, and Impersonation.</li> <li>3) Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).</li> <li>4) Leaving the school premises without permission.</li> <li>5) Seizure, destruction, and/or vandalism of school property.</li> <li>6) Setting off or activating the school's fire alarm or fire extinguishers.</li> <li>7) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.</li> <li>8) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.</li> <li>9) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.</li> <li>10) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.</li> <li>11) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</li> </ol>
<b>Level 4</b>	<ol style="list-style-type: none"> <li>1) Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.</li> <li>2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.</li> <li>3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.</li> <li>4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.</li> <li>5) Theft and/or engaging in its cover-up.</li> <li>6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).</li> <li>7) Leaking exam questions or engaging in related activities.</li> <li>8) Setting fire to the school premises.</li> <li>9) Insulting political, religious, or social figures in the UAE</li> <li>10) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.</li> <li>11) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy.</li> <li>12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).</li> <li>13) Trespassing on school premises after school hours.</li> <li>14) Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.</li> <li>15) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</li> </ol>

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## Appendix 2: ADEK Staging of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
<b>Level 1</b>	<p><b>Verbal Warning</b></p> <p>Discuss the expected change in behavior with the student.</p>	<p><b>Written Warning</b></p> <p>Notify the parent in writing about the student's misconduct.</p>	<p><b>Written Warning</b></p> <p>Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p><b>Written Warning</b></p> <p>Notify the parent in writing and summon the parent together with the Behavioural Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behaviour.</p>
<b>Level 2</b>	<p><b>Written Warning</b></p> <p>Instruct the student to sign an undertaking not to repeat the offense.</p> <p>Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour.</p>	<p><b>Onsite Suspension</b></p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.</p> <p>Notify both the student and the parent of a second written warning.</p> <p>Notify the Behavioural Management Committee to agree to a set of strategies for reforming the student's behaviour.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p><b>Onsite Suspension</b></p> <p>Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.</p> <p>Issue a final warning in writing to the student and the parent.</p> <p>Notify the Behavioural Management Committee to agree to a final set of actions for reforming the student's behaviour.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.</p>

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<p><b>Level 3</b></p>	<p><b>Onsite Suspension</b></p> <p>Immediately suspend the student inside the school.</p> <p>The Behavioural Management Committee shall evaluate the evidence and determine disciplinary actions.</p> <p>The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.</p>	<p><b>Onsite Suspension</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</p> <p>Provide the student and the parent with a final written warning.</p> <p>Summon the student and the parent to the school to present the Committee's decision.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy.</p> <p>The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.</p>
<p><b>Level 4</b></p>	<p><b>Offsite Suspension</b></p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy.</p>	

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## Appendix 3: Useful tools, resources & visuals to support positive behaviour support in the classroom and around school

### Speaking Frame

"Thanks for talking with me. Let's work out together what happened and how to make it right."  
 "What happened?"  
 "What were you feeling at that time?"  
 "When you..., I felt..." (*share simply and kindly*)  
 "Who else was involved or affected?"  
 "How do you think they felt?"  
 "What can you do now to help resolve things?"  
 "How will you try to do it differently next time?"  
 "Thank you for being honest."  
 "I know you can do this well."

Speaking Frame to use with two children e.g issue on the playground

**We are going to talk together so everyone feels listened to. One at a time.**

**Each child- Can you tell me what happened from your side?**

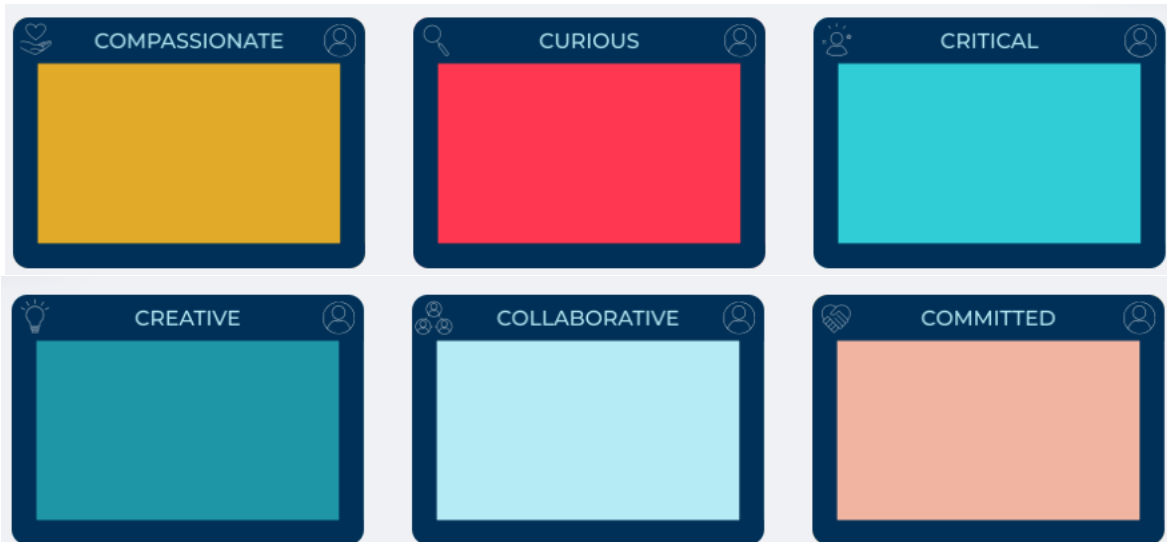
**Each child - How did you feel when this happened?**

**Who else was affected by what happened? How do you think the other person is feeling now?**

**Each child - What do you each need so that things can feel better / How can we put this right?**

**Each child - what shall we do differently next time?**

**Are we all ready to move on?**



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**Primary Restorative Conversation Framework:** *(Helping us understand, resolve and move forward together)*

**1. Before We Talk**

- We talk when we are both calm.
- Remember: We are talking about what happened, not who you are.
- We will work together to make it better.

**2. Conversation Steps**

**Step 1 – Start Kindly**

“Thanks for talking with me. Let’s work out together what happened and how to make it right.”

**Step 2 – Your Side of the Story**

“What happened?”

“What were you feeling at that time?”

**Step 3 – My Side of the Story**

“When you..., I felt...” *(share simply and kindly)*

**Step 4 – Who Was Affected?**

“Who else was involved or affected?”

“How do you think they felt?”

**Step 5 – Making it Right**

“What can you do now to help resolve things?”

“How will you try to do it differently next time?”

**Step 6 – End Positively**

“Thank you for being honest.”

“I know you can do this well.”

**3. Helpful Phrases for Adults**

- “I wonder what was happening for you...”
- “Let’s see how we can solve this together.”
- “What’s a good way to make things right?”

**4. Things to Avoid**

- Don’t talk in front of others – find a private space.
- No sarcasm, shaming or shouting.
- Don’t rush – give time to think and answer.

**5. Why We Do This**

- We understand each other better.
- We learn how to solve problems and be kind.
- We help our classroom be happy and safe place.

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## Restorative Practice Speaking Frame – Two Children

### 1) Before We Talk

- We talk when we are all calm.
- This is about what happened, not about who you are.
- We are here to listen to each other and find a way forward.

### 2) Conversation Steps

#### Step 1 – Start Kindly

“Thank you both for talking. Let’s work out together what happened and how to make it better.”

#### Step 2 – Your Side of the Story (Child A)

“What happened?”

“How were you feeling at the time?”

#### Step 3 – Your Side of the Story (Child B)

“What happened?”

“How were you feeling at the time?”

#### Step 4 – Who Was Affected?

“Who else was affected by what happened?”

“How do you think the other person felt?”

#### Step 5 – Making it Right

“What could you each do now to help make things feel better?”

“What might you try to do differently next time?”

#### Step 6 – End Positively

“Thank you for being honest and listening to each other.”

“I know you can move on and do this well.”

### 3) Helpful Phrases for Adults

- “I wonder what was happening for you...”
- “Let’s see how we can solve this together.”
- “What’s a fair way to make things right?”

### 4) Things to Avoid

- Don’t have the conversation in front of others – find a calm, private space.
- No sarcasm, shaming, or raising voices.
- Don’t rush – allow time to think and respond.

### 5) Why We Do This

- To help us understand each other better.
- To learn how to solve problems with kindness.
- To make our classroom a safe, respectful and happy place for everyone.

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## Declarative Language in the Secondary Classroom

### What is it?

Declarative language is when you make statements to share information, observations or thoughts instead of giving direct instructions. It helps students think, self-regulate and take responsibility for their actions.

### Why use it in Secondary?

- Reduces confrontation and 'power struggles'
- Encourages students to make independent, mature decisions
- Supports positive classroom culture and mutual respect
- Particularly effective for students with communication or emotional regulation challenges

### How to use it

- Share, don't tell – make comments that provide clues, not commands
- Model the behaviour – use statements that describe expectations instead of ordering them
- Use a calm tone – neutral delivery keeps the pressure low
- Pause after speaking – gives children time to think and act

Avoid...	Instead..
Stop talking	We're ready to start now
Sit down	Your seat is ready for you
Put your phone away	It's time for everyone's full attention
Do your homework	The homework is on the board to note down
Hurry up, you're late	We're starting now, come to join us
Stop shouting	We're keeping our voices low so everyone can focus

### Tips for Success

- Frame positively – focus on what you want to see
- Avoid sarcasm – the tone should always be respectful
- Be consistent – the more often it's used, the more natural it becomes
- Staff wide use so students get the same approach in all classrooms

### Benefits you'll see

- Greater student autonomy
- Fewer direct confrontations
- Increased respect between staff and students
- Improved self-regulation and problem-solving skills

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## **Restorative conversations – best practice for Secondary Teachers**

*Encouraging curiosity, collaboration and relationship repair*

### **Mindset before conversation**

- Be curious, not accusatory – ‘I wonder what happened...’
- Separate the behaviour from the student – address actions, not identity
- Regulate first – only have the conversation when both / all parties are calm
- Aim for collaboration – focus on problem-solving together, not punishment

### **Conversation Structure**

- Welcome and safety
  - o Sit at eye level, open body language, calm tone
  - o Example: ‘thanks for coming to talk. I’d like us to figure out together what happened and how we can make it better...’
- Invite perspective
  - o Ask open questions: ‘what was going on for you at that moment?’
- Share your perspective
  - o Use ‘I’ statements: ‘When the group was disrupted, I felt concerned...’
- Identify impact
  - o Ask ‘Who else was affected? How might they have felt?’
- Co create a repair plan
  - o Ask ‘What could you do to make things right?’
- Affirm & close positively
  - o Recognise honesty: ‘I appreciate you being honest today. I know you can get this right’

### **Language for curiosity and collaboration**

*Instead of ‘you broke the rules’*

Try: ‘Lets work out together what happened and why.’

*Instead of ‘Why did you do that?’*

Try: ‘What was going through your mind when that happened?’

*Instead of ‘You need to apologise’*

Try: ‘What can you do to put things right?’

### **Pitfalls to avoid**

- Public confrontation
- Sarcasm or shaming
- Dominating the conversation
- Rushing to consequences without reflection

### **Benefits**

- Builds trust and respect between teacher and student
- Helps students develop empathy and accountability
- Reduces repeat incidents by not addressing root causes
- Strengthens classroom community

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## Individual Student Functional Analysis of Behaviour

Time of Day & Activity	What was going on before the incident?	What happened during the incident?	What happened after the incident?	What do you think is the function of this behaviour?
09:30am Adventure time	Jimmy was playing with the blocks. The teacher asked him to tidy them up.	Jimmy threw the blocks and ran away.	Ms. Sam went to talk to Jimmy and guided him to come back to tidy the block.	Communication (Jimmy didn't want the activity to finish).

\*\*Complete this table to support the process of analysing why a student is behaving a particular way. Use the table to better understand what the function of a student's behaviour might be.

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## Individual Student Functional Analysis of Behaviour

Function of Behaviour	Definition	EYFS Examples	Primary Examples	Secondary Examples
<b>Sensory</b>	<i>The student is seeking or avoiding certain sensory experiences in a way that disrupts learning or causes distress.</i>	<ul style="list-style-type: none"> <li>- Pours water down their clothes for the sensation.</li> <li>- Covers ears during singing time.</li> <li>- Spins repeatedly during outdoor play.</li> </ul>	<ul style="list-style-type: none"> <li>- Wears hood up indoors to block light.</li> <li>- Uses fidget toys constantly.</li> <li>- Avoids touching certain materials in art.</li> </ul>	<ul style="list-style-type: none"> <li>- Keeps headphones on in all lessons to reduce noise.</li> <li>- Avoids assemblies due to bright lights and crowding.</li> <li>- Seeks strong smells (e.g., scented markers).</li> </ul>
<b>Tangible</b>	<i>The student believes a certain behaviour will help them access a desired item, activity, privilege, or experience.</i>	<ul style="list-style-type: none"> <li>- Cries to be picked up so they can get a favourite toy from a shelf.</li> <li>- Points to the snack cupboard repeatedly until given a biscuit.</li> </ul>	<ul style="list-style-type: none"> <li>- Completes work early so they can use the iPad.</li> </ul>	<ul style="list-style-type: none"> <li>- Volunteers to help in the library to gain early access to new books.</li> <li>- Forgets their exercise book so that they can record learning on the iPad.</li> </ul>
<b>Attention / Help Seeking</b>	<i>The student is looking for interaction, recognition, or support from peers or adults.</i>	<ul style="list-style-type: none"> <li>- Shouts "look at me!" while climbing equipment.</li> <li>- Repeatedly calls teacher's name during story time.</li> </ul>	<ul style="list-style-type: none"> <li>- Interrupts lesson with unrelated comments to get laughs from peers.</li> <li>- Asks constant questions to keep teacher nearby.</li> </ul>	<ul style="list-style-type: none"> <li>- Sends frequent chat messages to teacher during independent work.</li> <li>- Getting up out of their chair a walking around the room, frequently.</li> </ul>
<b>Communication</b>	<i>The student uses behaviour to express thoughts, feelings, or needs, especially when verbal communication is difficult.</i>	<ul style="list-style-type: none"> <li>- Throws blocks when asked to tidy up to show frustration.</li> <li>- Pushes peer to signal "stop" during shared play.</li> </ul>	<ul style="list-style-type: none"> <li>- Slams desk lid when group work is assigned.</li> <li>- Leaves the room suddenly when timetable changes.</li> </ul>	<ul style="list-style-type: none"> <li>- Posts angry comments in online class forum instead of speaking to teacher.</li> <li>- Walks out of class when feeling disrespected.</li> </ul>
<b>Escape/Avoid</b>	<i>The student is trying to leave, delay, or avoid a specific task, person, or situation.</i>	<ul style="list-style-type: none"> <li>- Runs to the book corner when it's time to tidy up outdoor toys.</li> <li>- Refuses to join carpet time when a noisy song is played.</li> </ul>	<ul style="list-style-type: none"> <li>- Visits the nurse during maths lessons they find challenging.</li> <li>- Hides in cloakroom when supply teacher arrives.</li> </ul>	<ul style="list-style-type: none"> <li>- Goes to the toilet multiple times during science practical.</li> </ul>

\*\*Complete this table to support the process of analysing why a student is behaving a particular way. Use the table to better understand what the function of a student's behaviour might be.

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Name:

Form:

Date/Term Completed: Term 1 September 2025

Birth day:

Tutor:

Review Due: December 2025

Co-Produced By:

**What does being regulated look like for me?**

- I am focussed and on task.
- I am calm (although I may still need movement to maintain this calm).
- I use appropriate words and actions
- I am listening and open to feedback.

**Preventative Strategies to Support Me**

- Unconditional positive regard – I need to think you care about me or I will 'switch off' to you.
- Providing structure – I respond well to this.
- Clear explanation of the school / class/ teacher boundaries and expectations.
- Clear explanation of behaviour policy including both praise and rewards, as well as sanctions and consequences.
- Use explicit language, which is unambiguous. Explain expectations with clarity and check my understanding.
- Offering a time out (this is not an opportunity for a teacher to tell me to leave the room, it is a chance for me to choose this option to self-regulate). I will then rejoin the class.

- Sitting at the front in class, ideally in front of the teacher's desk to help me keep on task and less distractable.
- Notice if I've entered the session in a dysregulated state – I might need an opportunity to privately self-regulate before being able to move on.
- Countdowns- a reminder of the time left to finish a task.
- Encourage active listening by asking me to write down "burning" questions on a post it note to discuss at a later point.
- Giving me responsibility in a task as this can help me to focus.
- Remind me to give you eye contact as this will help me to focus



<b>Relevant Information</b>
<ul style="list-style-type: none"> <li>- I have a diagnosis of XXXX.</li> <li>- I take medication to help to keep me focussed and regulated at school.</li> <li>- My biggest challenge is XXXX</li> <li>- I sometimes struggle to collaborate with others as I like to feel in charge, but clear instruction and structure help me to understand that everyone has a role to play in tasks.</li> <li>- I find transitions and different teacher styles hard to adapt to.</li> <li>- I find it difficult to regulate my emotions and often can't talk about what the problem is. <u>Its best</u> to let me be in the moment and give me space in <u>order</u> to avoid escalation.</li> </ul> <p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>- Record incidents according to the behaviour policy – this helps to build a pattern of my behaviour and informs next steps in my support.</li> </ul>
<b>Known Triggers for Dysregulation</b>
<ul style="list-style-type: none"> <li>- Getting into trouble but not understanding <u>why</u> or feeling unfairly blamed for something.</li> <li>- Feeling shame about something I've done.</li> <li>- Inconsistent approaches and rules.</li> <li>- Lack of structure and inconsistency with discipline – I have a strong sense of justice.</li> <li>- Transitions when I have not been prepared in advance.</li> </ul>

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Parent Signature \_\_\_\_\_



<b>What does dysregulation look like for me?</b>				
<p><b>Anxious</b> <i>(Need for diversion, support and reassurance)</i></p> <ul style="list-style-type: none"> <li>- Calling out in lessons</li> <li>- Overstepping boundaries</li> <li>- Arguing</li> </ul>	<p><b>Defensive</b> <i>(Need for diversion, reassurance, clear limits, boundaries and choices)</i></p> <ul style="list-style-type: none"> <li>- Using unkind words – could be targeted at other students or teachers.</li> <li>- Leaving classroom without permission to do so.</li> </ul>	<p><b>Crisis</b> <i>(Need for all supportive adults to ensure safety of all children)</i></p> <ul style="list-style-type: none"> <li>- Running away</li> <li>- Pushing peers</li> <li>- Verbal aggression.</li> </ul>	<p><b>Recovery</b> <i>(Need for support and reassurance)</i></p> <ul style="list-style-type: none"> <li>- Deep breathing</li> <li>- Engaging in discussion or conversation</li> <li>- Following instructions.</li> <li>- Completing a task that has been asked of me.</li> </ul>	<p><b>Reflection</b> <i>(Need for restorative approaches, opportunities to reconnect and repair)</i></p> <ul style="list-style-type: none"> <li>- Engaging in restorative debrief</li> <li>- Discussion of consequences and other people's feelings</li> <li>- Considering different perspectives</li> <li>- Apologetic</li> </ul>
<p><b>Reactive Strategies - What can you do to help me?</b></p>				
<p><b>Anxious</b></p> <ul style="list-style-type: none"> <li>- Unconditional, positive regard - speak kindly, but firmly to me.</li> <li>- Remind me discreetly, that I can leave the classroom if needed.</li> <li>- Give a time that I should return. This should be done in a supportive manner.</li> <li>- Remind me of my successes.</li> </ul>	<p><b>Defensive</b></p> <p><i>Use previous strategies +</i></p> <ul style="list-style-type: none"> <li>- Give clear limits, boundaries and choices.</li> <li>- Use simple and explicit language.</li> <li>- Offer a 'get out with dignity'.</li> </ul>	<p><b>Crisis</b></p> <p><i>Continue to use previous strategies +</i></p> <ul style="list-style-type: none"> <li>- Ensure the safety of me and other students.</li> <li>- 1 adult should be talking. No other voices.</li> <li>- Reduce language, give simple and firm instruction about what I should do.</li> <li>- Try to see things from my perspective – this could help me in the moment.</li> </ul>	<p><b>Recovery</b></p> <ul style="list-style-type: none"> <li>- Support and monitor me.</li> <li>- Give me space.</li> <li>- Look for signs that I'm ready to talk/move on.</li> <li>- <b>Do not</b> attempt to discuss any crisis or incident with me.</li> </ul>	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>- Use restorative debrief.</li> <li>- Demonstrate empathy and positive regard.</li> <li>- Listen to my perspective.</li> <li>- Use simple, clear language when discussing with me.</li> <li>- Help me to see things from other perspectives and how my actions / words made others feel, regardless of my intention.</li> </ul>





NORD ANGLIA  
INTERNATIONAL SCHOOL  
ABU DHABI

**Approved by:**

**Date:**

Liam Cullinan  
Principal

01.08.2023

#### Revision History

<u>Revision Date</u>	<u>Version Number</u>	<u>Revised By</u>	<u>Change Summary</u>
August 2023	V1.0	Liam Cullinan	New Document
September 2025	V2.0	Stephen Moffatt & Leah Atkins	New Document