



## **Behaviour for Learning Policy**

**Reviewed: 6<sup>th</sup> January 2025**

### **Introduction**

At Repton Al Barsha we believe that every child has the potential to thrive in a positive and nurturing environment. Our behaviour policy aligns with the following key principles, focusing on fostering positive relationships, promoting emotional well-being, and developing a growth mindset among our students.

### **Guiding Principles**

#### **1. Positive Relationships**

##### **1.1 Respect and Empathy:**

- All members of the school community, including students, teachers, staff, and parents, are expected to treat each other with respect, empathy, and kindness
- Students will be encouraged to actively listen to others, value different perspectives, and resolve conflicts peacefully through open communication

##### **1.2 Student-Teacher Relationships:**

- Teachers will establish positive and supportive relationships with students, providing a safe space for open dialogue and emotional support
- Teachers will strive to understand and meet the individual needs of each student, fostering a sense of belonging and trust

##### **1.3 Parent-School Partnership:**

- Parents and guardians are encouraged to actively engage in their child's education by maintaining regular communication with teachers and school staff
- The school will organise workshops and events that promote parent-school collaboration, enabling parents to support their child's behavioural and emotional development

#### **2. Emotional Well-being**

##### **2.1 Emotional Awareness:**

- Teachers will create a classroom environment that supports emotional well-being, teaching students to identify and manage their emotions effectively
- Students will be provided with tools and techniques to express their feelings constructively, both in and outside the classroom

##### **2.2 Restorative Practices:**

- When conflicts arise, restorative practices will be implemented to encourage reflection, understanding, and resolution
- Students will be encouraged to take responsibility for their actions, repair any harm caused, and learn from their mistakes

#### 2.3 Supportive Interventions:

- The school will provide additional support and interventions for students facing emotional or behavioural challenges
- The school will offer counseling through our in-house school counsellor or advise regarding external agencies to help students develop coping skills and promote positive behavioural change

### 3. Growth Mindset

#### 3.1 Encouraging Effort and Resilience:

- Teachers will foster a growth mindset in students by emphasizing the importance of effort, perseverance, and learning from setbacks
- Students will be praised for their progress, determination, and problem-solving skills, rather than solely focusing on outcomes

#### 3.2 Individualized Learning:

- Differentiated instruction will be used to cater to the diverse learning needs and abilities of students
- Teachers will set achievable goals and provide ongoing feedback to help students understand their strengths and areas for improvement

#### 3.3 Celebrating Success:

- The school will recognise and celebrate the achievements of students, both academically and behaviourally
- Efforts and positive changes will be frequently acknowledged through a variety of rewards

### **Code of Conduct**

At Repton we aim to foster compassion, tolerance, honesty and integrity in our students. The students are expected to respect the rights, feelings and property of classmates, teachers and all members of the community and to be cooperative, courteous, considerate and well-mannered.

Our school values serve to ensure that all our students always follow these principles and are aware of their responsibilities and rights as part of our school community, even from a very young age.

- We treat each other with care and kindness
- We take pride in ourselves and our school
- We are honest and trustworthy
- We show respect at all times
- We are ready and willing to learn
- We do not shout at each other

### **Teacher's Responsibilities:**

- Ensure school values and expectations are discussed with all students at the start of each term
- Model expected behaviours for students, providing feedback if necessary

- For younger students, we focus on emotional regulation and encourage students to express their feelings
- Create a positive learning environment for all students full of encouragement and praise
- Focus on successes of students rather than failures
- Sanctions must be used fairly and consistently in line with this policy
- All behaviours must be reported through iSAMS Rewards and Sanctions System including low level behaviours
- Child Protection concerns should be reported through CPOMS (please see Child protection & Safeguarding Policy)

## **Parent Expectations**

Each parent signs a copy of the KHDA Parent-Teacher Contract upon admission of their child to the school. This acknowledges that they have read the guidelines and fully understand their responsibilities to ensure that their child/ren will behave positively in school. Our expectation is for parents to:

- Follow the school policy guidelines.
- Participate in discussions and meetings regarding their child
- Support their child and the school in managing their child's behaviour
- Show appreciation and respect for all school staff
- Respond positively to school instructions and remarks on student behaviour and discipline
- Support behaviour management strategies at home when mutually agreed by school and family

## **Student Expectations**

- Be aware of the behaviour expectations and sanctions
- Follow the school's Code of Conduct at all times
- Be respectful of teachers, school staff and peers
- Behave responsibly so as not to disrupt the classroom or the learning of peers
- Take care of school property
- Not hurt themselves or others
- Always work towards achieving their full potential and give their best
- Take part in restorative justice to improve behaviour

## **Uniform Expectations**

- All students should fasten all buttons on their shirts or T-shirts
- All shirts (including P.E. and games kit) should be tucked in
- For students who wear ties (Year 3 and above), this is an essential part of their uniform and should be neatly fastened over a closed top button
- Female students should not wear skirts that are above the knee or wear high heels in keeping with local culture and modesty
- Female students in Year 5 and above may wear trousers
- Students in all year groups are permitted to wear Repton PE kit on the days they have PE/Games
- Students in all year groups are allowed to wear a watch and one pair of stud earrings only
- Hooped earrings, necklaces and bracelets are not permitted for safety reasons
- Students wearing make-up and nail varnish should be asked to remove it immediately

- Senior School students should ensure to wear school blazers to school assemblies (including on P.E./Games days)

## **Rewards**

It is our priority to reinforce good behaviour by using a positive approach:

- Focussing on what is expected rather than what is not
- Reinforcing appropriate actions and behaviour with praise and rewards
- Making the consequences of inappropriate behaviour clear

Rewards to recognise students who demonstrate the school values can be:

- Merits/House points
- Stickers/stars/smiley faces given in books
- House point email notifications
- Praise emails to parents
- Star of the Week, Tutee of the Week/Month
- Principal's Commendation
- Phone call to parents to praise
- Assembly Certificates/Awards
- Speech Day Awards
- Praise postcards
- Pizza parties/Tutor time treats
- Display of excellent work in the classroom or corridors
- Sharing good work with parents
- Being selected for responsibilities or jobs within class or the school
- Automated house point emails sent home via iSAMS

## **Awarding House Points**

House Points are the principal positive initiative for rewarding children. These are collated each half term and celebrated in half-termly achievement assemblies. The House Point Trophy is awarded at the annual Prize Giving Ceremony to the House that has accumulated the most points over the course of the academic year.

### **Foundation Stage and First School (Nursery to Year 2)**

Every 10 Merits equates to one House Point. Pupils will receive a **bronze star badge for 25 House Points**, a **silver star badge for 50 House Points**, a **gold star badge for 100 House Points** and a Headmistress' Award should they manage to receive 200 House Points.

### **Junior School (Years 3 to 6)**

Every 5 Merits equates to one House Point. The awards for achieving milestone House Points in Years 3-6 takes the form of a badge, handed out at half-termly achievement assemblies:

- **Merit – 125**
- **Achievement – 250**
- **Excellence – 500**

### **Senior School (Year 7 to 11)**

Students may be awarded house points directly through iSAMS for displaying consistently exemplary behaviour or outstanding effort/work completed, summarised below.

House Points are aligned to our school values.

#### **Compassionate**

- Offering support to peers both academically and emotionally
- Volunteering for community service projects
- Promoting inclusivity and understanding of diverse cultures, backgrounds and abilities
- Engaging in acts of kindness and showing empathy towards others
- Supporting and encouraging peers during challenging times
- Collaborating well with peers and being respectful of different opinions and ideas

#### **Determined**

- Embracing a growth mindset
- Setting goals and working persistently towards achieving them
- Maintaining a positive attitude and not giving up easily in the face of obstacles
- Showing resilience and perseverance in the face of setbacks or failures
- Going above and beyond expectations in school
- Being proactive in seeking out opportunities for personal growth and improvement
- Demonstrating a strong work ethic and consistently putting in the necessary effort

#### **Innovative**

- Being open to new possibilities and perspectives
- Thinking creatively and generating new ideas for assignments or projects
- Finding unique solutions to problems or challenges
- Experimenting with different approaches or methods to improve outcomes
- Incorporating technology or digital tools to enhance learning or project outcomes
- Seeking out opportunities to learn and explore beyond the traditional curriculum

#### **Star of the Week**

In the Junior School, children are awarded Star of the Week for exceptional effort or behaviour. This must be awarded on merit rather than being arbitrarily given out (such as working through the register). The Star of the Week receives a certificate in assembly, is celebrated on the class recognition board and parents are informed.

#### **Lunchtime Rewards**

Each table in the lunch hall will have their class name printed at the end of their tables. For positive acts and correct table etiquette during lunch time, classes may be awarded a sticker/points for their table and the table with the most stickers/points on their chart at the end of the week will gain 5 merits each.

### **Approach, Communication and Strategies**

Our approach is to always remain positive and solution-focussed when dealing with negative behaviour. Managing behaviour in the classroom is the responsibility of the member of staff in the first instance. The following guidelines should be followed by all staff:

- Praise students and never insult or humiliate a child
- Always speak in a calm manner
- Give the student time and space to reflect
- Acknowledge expected behaviour choices by other class members
- Reward them and never take the rewards away for an unrelated incident
- When informing parents of their child's behaviour, remember to stick to the facts of the incidents and the action taken
- Catch them making the right choices and praise expected behaviours
- Use restorative justice
- Seek support from HOD, HOY, Inclusion Support or SLT as required
- Adapt seating plans to enhance positive influences
- Non-verbal cues
- Engage with the student away from others to encourage improvement
- Remind the student(s) of their previous positive choices

### **Restorative Justice**

This allows the student to reflect on their actions and really review what effect it had on others around them. This approach is about involving students and the wider community in the process of repairing harm so they can develop empathy, responsibility and personal accountability.

When having conversations staff are encouraged to avoid asking 'why', initially. The focus is on who was affected and what can be done to fix the situation. Examples of questions to investigate incidents are below:

- What happened?
- What caused you to act in this manner?
- Who has been affected? How?
- How were you feeling?
- What do you think needs to happen next?
- How can we resolve the situation?

At times, students will be asked to write an account of an incident should they not be ready to discuss, in person with the others involved.

Parents will be contacted via phone or email to inform of any incidents in school, if required.

### **Sanctions**

If students choose not to follow the code of conduct/behaviour policy and all positive strategies have been exhausted, then a sanction will follow. Sanctions should be seen to be fair and appropriate to the circumstances and although tailored to individual needs should not be personal.

At **no** time is corporal punishment used by any member of staff in school. In line with the Child Protection & Safeguarding Policy, the school does not administer corporal punishment and staff do not threaten the use of corporal punishment or any form of punishment that could have an adverse impact on a student's wellbeing.

**Staff**, alongside students, should maintain the code of conduct at all times.

At Repton Al Barsha we are consistent in our response to unwanted behaviour. Sanctions do not have to be severe to be effective. Sanctions will only be used when positive approaches are unsuccessful. Discussion will play an important part in guiding pupils to learn more appropriate behaviour and an acceptance of responsibility for their actions. When a sanction is given, it is particularly important that the teacher ensures the child clearly understands the reason behind the sanction.

When a sanction is deemed appropriate, the overarching principle to be followed is that sanction applied should be swift but considered, appropriate and proportionate.

## Junior School

	Low-Level disruptive Behaviour (B1)	Continued disruptive behaviour (B2)	Serious Incident or continued LLB (B3)
Behaviour	Disruptive classroom behaviour, consistently forgetting equipment, unkindness, rough behaviour in FS	Continued poor behaviour in the classroom or on the playground following time out or physical/emotionally damaging behaviour	Certain behaviour is considered a "serious incident". This includes items from, but is not limited to, the list below.  Any physical aggression shown will result in an internal isolation or after-school detention with HoS or DH and a review of break time arrangements
Sanction	'Time out' inside the classroom or in an adjacent classroom of a period of no longer than 15 minutes <b>(or a scaled time in the Reflection Room in Years 5&amp;6)</b>	Reflection Time with Head of Year (HOY) <b>(or Reflection Room in Years 5&amp;6)</b> if deemed necessary and a missed breaktime to reflect on the school values in a way deemed appropriate by the Head of Year	B3s are reviewed on a case by case basis by the HOY, in conjunction with the Deputy Head Teacher
Follow-up	Record the incident on iSAMS	Record the incident on iSAMS and Reflection Room Log in Years 5&6. Inform Deputy Head Teacher <b>(3 reflection rooms within a 2-week period will result in an After-School Detention)</b>	Record the incident on iSAMS. Feedback will be given to the class teacher and HOY outlining next steps



Parent Contact	Contact with parents at the classroom door, via a phone call or via email should it be deemed necessary to do so	A phone call or parent meeting with the HOY will be made to parents informing them of the incident and an email to follow up and recorded on iSAMS	A parent meeting to be arranged with the DH or HOS and if deemed necessary, an individualised behaviour plan will be implemented to monitor behaviour moving forward. Parents receive a first staged letter.
Further Action	Should further serious incidents occur, the School Disciplinary Board will be formed to inform the next steps taken		

“Serious Incidents” can include, but are not limited to:

- Continuation of poor behaviour after B2.
- Biting another child or member of staff
- Kicking, scratching or hitting with enough force to leave an instant mark
- Spitting at a child or member of staff
- Any violent action that results in injury to another child or member of staff
- Foul and abusive language used towards another
- Directly defying a member of staff after all reasonable attempts have been made to rectify the situation
- Sexualised and Racial comments and behaviour (see Anti-Racism Policy)

### **Individualised Behaviour Support Plan**

The behaviour system may not be suitable as a main source of behaviour management for all children.

1. A child who is exhibiting consistently negative behaviour as above, may be more suited to their own Individualised Behaviour Support Plan or reward chart with clear and consistent targets. If this is the case, this should be discussed with the Head of Year and, where appropriate, this should also be discussed with either the Head of Pastoral or the Inclusion team. **The plan must be clearly shared with the child and must be signed by the parents at regular intervals.**
2. The Individualised Behaviour Support Plan will be kept by the child and taken to each lesson so that all teachers can provide feedback on the lessons, should the form teacher need to be aware of anything from specialist lessons.
3. The Individualised Behaviour Support Plan will be reviewed with parents after 5 weeks of the initiation and updated accordingly, with the use of the plan ceasing or being scaled if behaviour is deemed to have improved to an acceptable standard.

### **Playground Behaviour Management**

If an incident occurs on the playground, the teacher who observes the incident must be the one to conduct the restorative practice. If time does not allow, please ensure that it happens later that day. For any serious incidents, please refer the incident to the class teacher or the Head of Year for further investigation and restorative practice.

Children’s safety is a priority at all times and any child who poses a threat to their own safety, or the safety of others around them, will be removed from the activity until a time that teachers believe it is safe for them to return. If a teacher feels that they have done everything within their power to de-escalate a situation that is



preventing the class from learning then a teaching assistant must be sent to the office to alert a member of SLT. A meeting will be held with parents.

### Reflection Room (Year 5&6)

For any behaviour resulting in a B1 or B2 for pupils in Years 5&6, they will attend a 30-minute Reflection Room time with a member of the Year 5&6 teaching team. The length of time will be scaled to reflect the severity of the behaviour if it is a B1 infringement. The children will sit quietly for that period of time and reflect on their behaviour, completing a reflection form and discussing alternative actions in a restorative conversation with an adult. If a pupil receives 3 reflection rooms in a 2-week period, parents will be contacted, and the child will receive an after-school detention. The name of the teacher issuing the sanction and then reason for this will be recorded and monitored within the Reflection Room log.

Any teacher who issues a B2 Reflection Room sanction for a child, will send an email to parents stating the reason and notifying them of their child's attendance.

### After-School Detention

An after-school detention is issued for students who show continued disruptive behaviour or commit a serious incident, as above. Any physical aggression shown will result in an after-school detention or internal isolation. The after-school detention will be no longer than one hour and parents of the pupil will be notified via formal letter and email.

## **Senior School**

Students can receive a behaviour point when they do not model and demonstrate our RAB values or expectations, or do not follow the code of conduct. Communication and escalation must not be solely dependent on verbal communication; it must be recorded on iSAMS. A tiered system of behaviour points is in place to support this.

### **SSU – Non-Fixable Uniform**

Form tutor will record on iSAMS and the parent contacted via email, requesting the uniform is corrected within 2 school days.

### **SSE – Non-Fixable Equipment**

Form tutor will record on iSAMS and the parents contacted via email, requesting the student has the correct equipment within 2 school days.

### **Fixable Uniform checks**

Throughout the school day via staff. Staff members to inform students to correct their uniform (tie, shirt tucked in, top button fastened).

### **Lateness to School**

Heads of Year & school receptionist to record lateness on the centralised behaviour overview. *3 lates – Head of Year conversation with the student, 6 lates – Head of Year call home, 8 lates – parent meeting with Head of Year, 10 lates – SLT detention after school followed by SLT review.*

## **B1 - Irresponsible Behaviour**

This will be recorded on iSAMS and the Head of Year will follow-up. 3 B1 codes will result in a Head of Year lunchtime reflection. The actions will be included in the Behaviour Overview.

- Disruption to learning environment after verbal warnings
- Failure to complete work or homework
- Lateness to lesson
- Chewing gum
- Use of device without consent
- Failure to follow staff requests
- Ignoring Health & Safety rules including rough and tumble/silly physical contact
- Littering

### **B2 - Disregard of School Values**

This will be recorded on iSAMS (including 'what happened', 'action' and 'outcome'), parents will be contacted by the issuing teacher and the sanction will be 'Reflection Time' spent at lunchtime with the Head of Department or Head of Year.

#### Inside the classroom (followed up by the HOD):

- Continued disruption to learning environment after verbal warnings
- Repeated non-completion of homework
- Defiance of teachers' instructions
- Teasing or taunting classmates
- Truancy a lesson
- Removal from lesson by HOD
- Academic dishonesty

#### Outside the classroom (followed up by the HOY):

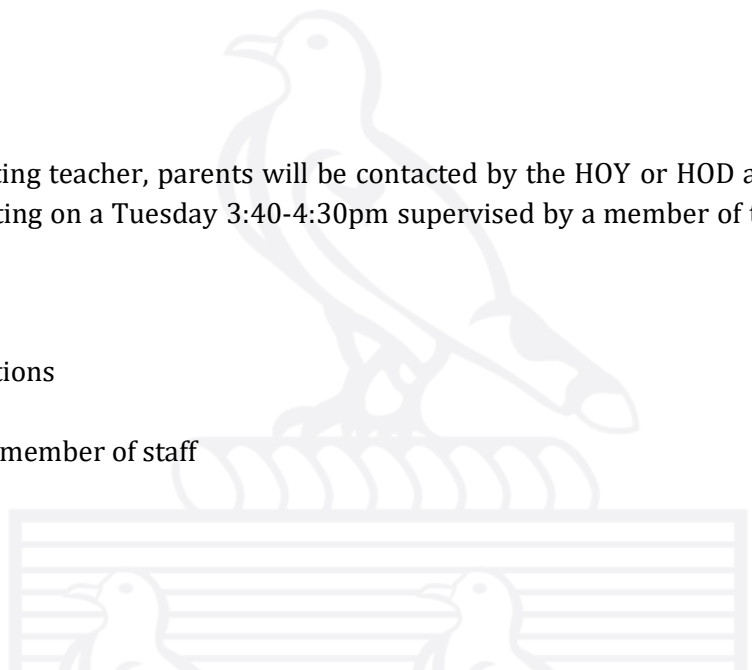
- Play fighting
- Using inappropriate language
- Truancy in an afterschool activity
- Graffiti on school property

### **B3 – Serious or Persistent Misbehaviour**

This will be recorded on iSAMS by the reporting teacher, parents will be contacted by the HOY or HOD and sanction will be a 50-minute restorative meeting on a Tuesday 3:40-4:30pm supervised by a member of the senior leadership team (ZCA).

Examples include, but are not limited to:

- Behaviour with serious safety implications
- Aggressive behaviour
- Dishonesty or continued defiance to a member of staff
- More than 1 B2



Serious or persistent misbehaviour will result in the involvement of the Senior Leadership Team, a meeting with parents, arranged by the HOY or HOD and a formal letter to the parents outlining the offense.

#### **B4 – Inexcusable Behaviour**

This will be recorded on iSAMS, parents will be asked into school for a meeting with a member of the Senior Leadership Team and the HOY or HOD (students will be sent home until parents are able to attend the meeting). A formal letter will follow the meeting outlining the offenses, school's support and sanctions for the student's actions. The sanction could include an internal isolation for a period of time and possible non re-enrolment. Examples include, but are not limited to:

- Fighting
- Deliberate damage to property
- Bullying including verbal/physical intimidation of others
- Verbal or physical abuse to staff
- Carrying a prohibited item
- Alcohol or substance abuse
- Vaping/Smoking
- Theft
- Sexist or racist discrimination
- Serious vandalism
- Serious plagiarism or cheating
- Actions detrimental to the school
- Inappropriate intimacy
- Owning or distributing inappropriate images

#### **School Disciplinary Board (Serious or Consistent Breaches of Conduct)**

##### **Committee Members**

1. Principal/Headteacher
2. Deputy Headteacher/Assistant Headteacher
3. DSL or Deputy DSL
4. Assistant Head of Inclusion
5. Middle leader from another phase of the school

##### **Role of the Committee:**

- Committee meets as and when serious behaviour incidents (B4) occur
- Review student's behaviour and current intervention plans in place
- Review behaviour incident logs and prior parent communication records
- Investigate inappropriate student behaviour that has escalated
- Decide on a KHDA communication strategy
- Share next steps with parents and obtain parent signatures on any behaviour support plans, conditional re-enrolment or non-re-enrolment documentation.

#### **Power to Search and Confiscate from Pupils**

##### **1. Authority and Consent for Searches:**

- 1.1 School staff are empowered to search a child or their personal property where there is suspected criminal behaviour or possession of items that may cause harm to themselves or others (e.g., requesting to empty pockets or inspect bags or lockers).
- 1.2 Staff can conduct searches under the specific direction of the Principal only and with the written consent of parents
- 1.3 As a protective measure, the child will be isolated from their peers pending the search.
- 1.4 In the event consent is not given, the police may be involved and the school reserves the right to request that their parent takes them home.

## **2. Scope and Limitations of Searches:**

2.1 Searches are limited to outer clothing and must not include clothing worn next to the skin. No intimate searches are permitted by school staff.

## **3. Confiscation and Legal Compliance:**

3.1 Staff may confiscate any prohibited or harmful items found during a search. Illegal items will be reported to the police.

**Next Review Date: April 2025**