REPTON
AL BARSHA

Behaviour for Learning Policy

DOCUMENT CONTROL			
Document title	Behaviour for Learning Policy	**Reference**	RAB-PAS-003
Owner	Deputy Head Pastoral	**Approved by**	Principal, on behalf of SLT
Date reviewed	August 2026	**Next review**	August 2027
Status	Statutory — KHDA requirement	**Applies to**	All pupils and staff across the school
Related documents	Anti-Bullying; Anti-Racism; Safeguarding Policy; Attendance, Punctuality, Absence and Late Collection; SEND & Inclusion; Online Safety		
Regulatory framework	KHDA regulations; UAE Federal Law No. 3 of 2016 (Wadeema); Cognita Safeguarding Standards; KCSIE and DfE Behaviour in Schools (as guiding good practice)		

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 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 Principal's 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

- Commendation – 1000

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

Junior School

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.

Pupil of the Month

In the Junior School, children are awarded Pupil of the Month for exceptional effort or behaviour. One boy and one girl are selected in each year group and are announced in assembly and presented with a certificate. Pupils of the Month in Years 1-6 will be invited to a special lunch time with the Senior Leadership Team in the following week to recognise their achievements.

Lunchtime Rewards

Each table in the lunch hall will 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.

Achievement Assemblies

Each half term, we hold an Achievement Assembly to celebrate and recognise the successes of our pupils. These assemblies bring the school community together to acknowledge those who have excelled during that period, both academically and in the wider life of the school.

Achievements are recognised across the academic subjects & competitions, as well as in Arabic and Islamic lessons and PE lessons and competitions. ensuring that success in all areas of the curriculum is valued. Pupils are also celebrated for their Junior Duke achievements, recognising the life skills and personal development gained through the programme.

The running total of House Points for each house is shared, and the current leaders of the House Trophy are revealed, building anticipation and a sense of friendly competition across the year. Children are also awarded with their achievements badges as and when they meet the House Point milestones outlined above. As House Points are aligned to our school values, these assemblies reinforce the attitudes and behaviours we wish to see, celebrating not only what our pupils achieve but the way in which they achieve it.

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

The Good Morning Club

The Good Morning Club (TGMC) is a proactive, relationship-centred approach adopted across the Junior School to create a calm, predictable and emotionally secure start to each day. It is founded on the principle that positive behaviour is best nurtured through connection rather than correction, prioritising consistent adult routines, a warm and welcoming classroom environment, and the early recognition of any child who may need additional support before learning begins. In doing so, it reinforces our wider commitment to emotional well-being and helps every child to feel a sense of belonging and readiness to learn.

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 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 always follow the staff 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

Positive behaviour management comes first. Before any behaviour is recorded, staff use their everyday positive strategies and a values-based reminder (Responsible, Academic, Be Kind) to resolve low-level behaviour. A B1 is logged only where disruption is real and continues despite these strategies; many low-level moments will be resolved in the classroom and need not be recorded.

	Low-Level disruptive Behaviour (B1)	Continued disruptive behaviour (B2)	Serious Incident or continued LLB (B3)	Repeated Serious Incidents (B4)
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, but is not limited to, the behaviours listed in the Examples row. Any physical or verbal aggression shown will result in an internal isolation or after-school detention with HoS or DH and a review of break time arrangements.	Repeated serious incidents (B3) that continue despite the interventions and support already put in place, or a single incident of such gravity that it poses a significant risk to the safety or well-being of the child, other pupils or members of staff.
Language	**Reminder** - "This is your reminder to show RAB: Responsible, Academic, Be Kind."	**Reset** - "Time to reset and make a RAB choice."	**Reflect** - "Let's reflect on what happened and who it affected."	**Repair** - "We need to put this right and repair the harm."

Sanction	'Time out' inside the classroom or in an adjacent classroom of a period of no longer than 15 minutes **(or a scaled time in the Reflection Room in Years 5&6)**	Reflection Time with Head of Year (HOY) **(or Reflection Room in Years 5&6)** 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 HOP, in conjunction with the Deputy Head Teacher.	Should further serious incidents occur, the School Disciplinary Board will be formed to inform the next steps taken.
Follow-up	Record the incident on iSAMS	Record the incident on iSAMS and Reflection Room Log in Years 5&6. Inform Deputy Head Teacher **(3 reflection rooms within a 2-week period will result in an After-School Detention)**	Record the incident on iSAMS. Feedback will be given to the class teacher and HOP outlining next steps.	Record the incident on iSAMS. The Head of Pastoral and the Deputy Head Teacher will be informed and will convene the School Disciplinary Board to determine and document the appropriate next steps.
Parents	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 their first staged letter.	A formal meeting will be arranged with parents and the Deputy Head Teacher or Head of School to discuss the incident and the outcomes of the Disciplinary Board. Parents receive their second staged letter. Depending on the circumstances, possible outcomes may include a formal suspension or, in the most serious cases, exclusion, in line with KHDA regulations.
Examples	• Calling out or chatting off-task • Not following an instruction first time • Forgetting equipment, book or PE kit • Out of seat or distracting others • Minor unkindness or leaving someone out	• Repeating B1 behaviour after a reminder • Refusing to follow instructions; answering back • Rough or play-fighting after a warning • Repeated non-completion of homework • Deliberate misuse of, or minor damage to, property	• Hitting, kicking, biting, scratching or spitting • Deliberately hurting another child • Foul or abusive language towards someone • Directly defying staff after attempts to resolve • Racist, sexist or discriminatory language	• Repeated B3 incidents despite support in place • A serious assault causing injury • Bullying – physical, verbal or online • Bringing a prohibited or dangerous item to school • Leaving the school site without permission

The examples listed for each behaviour code are indicative and not exhaustive; other behaviours of a similar nature may result in the same code being applied.

Behaviour Report Card

Following a B3, a pupil in the Junior School will be placed on a Positive Behaviour Report Card for 1 or 2 weeks. The report card sets clear, achievable targets linked to our school values and is reviewed with the pupil at agreed

points throughout the day. The first report card will be monitored by the class teacher or form tutor. Should a pupil receive a second report card (due to it being failed or lost), it will be monitored by the Head of Year; a third report card will be monitored by a member of the Senior Leadership Team. A failed report card is one which receives a score below the agreed threshold and/or results in a further B2 or above. Parents will be informed when their child is placed on report and updated on their child's progress throughout the period.

Individualised Behaviour Support Plan (IBP)

For some children, the standard behaviour system, including the Positive Behaviour Report Card, may not be the most appropriate primary means of managing behaviour. A child who is exhibiting consistently negative behaviour may instead be better supported through an Individualised Behaviour Support Plan or personalised reward chart, tailored to their particular needs. Where this is the case, it should be discussed with the Head of Year and, where appropriate, with the Head of Pastoral or the Inclusion team. The plan is shared openly with the child and signed by parents at regular intervals, so that home and school work together in support of the child.

The Individualised Behaviour Support Plan is kept by the child and taken to each lesson, allowing all teachers to contribute feedback and ensuring the form teacher is aware of anything arising in specialist lessons. It is reviewed with parents five weeks after it begins and updated accordingly, with its use scaled back or discontinued once behaviour is judged to have improved to an acceptable standard.

Students of Determination who have existing **Individual Education Plans (IEP)**, will have a target linked to behaviour within their IEP and alternative sanctions will be listed, should other school sanctions not be appropriate. An IBP will not be introduced. When this threshold is met, a meeting between the HoP, HoY, class teacher and inclusion teacher will be held to ensure practice is consistent across the staff team and a **de-escalation plan** is in place to demonstrate the alternative sanctions. Any iLSAs that may be in place will also attend the meeting.

Individualised Behaviour Risk Assessment

Where a pupil's behaviour presents a risk of harm to themselves, to other pupils or to staff, an Individualised Behaviour Risk Assessment will be completed alongside the Individualised Behaviour Support Plan. This is completed by the Head of Pastoral, in consultation with the class teacher, the Inclusion team and, where appropriate, external professionals, using the school's standard risk-assessment template. It identifies the specific behaviours of concern, the associated risks, and the control measures, reasonable adjustments and staffing arrangements required to keep the child and others safe. The Individualised Behaviour Risk Assessment is shared with all relevant staff and with parents, and is reviewed regularly and updated as the child's needs change. The Head of School will be informed of any pupils that are on an individualised behaviour risk assessment.

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 (Key Stage 2, Years 3–6)

For any behaviour resulting in a B1 or B2, pupils in Key Stage 2 (Years 3–6) will attend a Reflection Room session of up to 30 minutes with a member of the Key Stage 2 teaching team. The length of time will be scaled to reflect the severity of the behaviour and will be age-appropriate for younger pupils, particularly for a B1 infringement. During this time, children reflect on their behaviour, complete an age-appropriate reflection form and discuss alternative choices 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 the reason for it will be recorded within the Reflection Room register. Reflection Room registers will be reviewed on a half-termly basis to monitor patterns and identify any pupils who may need additional support.

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.

Any Students of Determination that

After-School Detention & Internal Isolation

An after-school detention or internal isolation is issued for students who show continued disruptive behaviour or commit a serious incident, as above. Any B3 incident 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. The period of the internal isolation will be determined on a case-by-case basis with the age of the child taken into consideration.

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	**B2 - Disregard of School Values**	**B3 - Serious or Persistent Misbehaviour**	**B4 - Inexcusable behaviour**
• Disruption to learning environment after verbal warnings • Failure to complete work • Lateness • Chewing gum & Littering • Failure to follow staff requests • Homework not completed • Ignoring Health & Safety rules	• 3B1s in one week • Continued disruption to learning environment • Repeated non-completion of homework • Academic dishonesty • Play fighting • Using inappropriate language • Graffiti on school property • Misuse of a device	• Behaviour with serious safety consequences • Aggressive behaviour, contact with another child with malice intent • Rudeness towards a member of staff • Truanting a lesson • More than 1 B2 in a half term	• Fighting or theft • Deliberate damage to property • Bullying including verbal/physical intimidation of others • Verbal or physical abuse to staff • Carrying a prohibited item or owning or distributing inappropriate images • Vaping/Smoking • Sexist or racist discrimination • Serious vandalism • Serious plagiarism or cheating • Actions detrimental to the school
Actions			

Corrective conversation held between the teacher and the student. Recorded by the issuing teacher after the lesson	B2s lunch time detention by HoY and HoDs. HoY and HoD email to parents over the B2 incident.	Rudeness towards a member of staff, will result in the student being removed from the classroom, to work with the HoD or another HoD. It is to be followed up with a restorative discussion lead by the HoD/HoY HoY emails the parent over the incident. SLT lunch time detention 12:30-13:10pm in the Principal's SLT area the day after the incident. Missed SLT lunch time detention will result in a Wednesday after school SLT detention 3:40-4:30pm in the SLT office on the first floor. Parents will be informed by the	The student will be removed from class and brought to the SLT area to work remotely. SlT will inform parents that the behaviour committee will be meeting to discuss the incident. SLT arranges the behaviour committee meeting. Students will not resume in-class learning until the behaviour committee has met. Parents will be asked into school for a meeting with a member of the Senior Leadership Team and the HOY or HOD. A formal letter will follow the meeting outlining the

		HoY. Following a B3, the student will be on a Positive Behaviour Report Card for 2 weeks. The first report card will be monitored by the form tutor, if the student receives a second report card (due to it being failed or lost) it will be monitored by the HoY, if the student receives a third report card (due to it being being failed or lost) it will be monitored by SLT. A *failed report card is a report card which has a score below a 3 and/or a B2* If more than 2 B3s in a term, the HoY writes a letter to the parents. If more than 3 B3s in a term, SLT writes a letter to the parents. Record on iSAMS as a SS B3.	offenses, school's support and consequences for the student's actions. **Behaviour Committee:** 1. Principal/Headteacher 2. Deputy Headteacher/Assistant Headteacher 3. DSL or Deputy DSL 4. Head of Inclusion 5. Middle leader from another phase of the school **Role of the Behaviour 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

			non-re-enrolment documentation.

SSU - Non-Fixable Uniform	**SSE – Non-Fixable Equipment**	**Fixable Uniform checks**	**Lateness to School**	**SSP - Mobile Phone Use at School**
Form tutor will record on iSAMS as a SSU. Form tutor emails parent, requesting the uniform is corrected within 2 school days. HoY calls parent over the uniform to arrange the purchasing of a new uniform.	Form tutor will record on iSAMS as a SSE. Form tutor emails parent, requesting the student has the correct equipment within 2 school days. HoY calls parent over the uniform to arrange the purchasing of a new uniform.	Throughout the school day via staff. Staff members to inform students to correct their uniform (tie, shirt tucked in, top button fastened).	Heads of Year & school receptionist to record lateness on the centralised lateness overview. ● *3 lates in a half term– Head of Year conversation with the student* ● *6 lates in a half term – Head of Year call home* ● *8 lates in a half term – parent meeting with Head of Year* ● *10 lates in a half term–SLT detention after school followed by SLT review*	Phone confiscated brought to main reception for parent collection. HoY contacts parents. SLT Wednesday after school detention.

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.