



## Behaviour Policy

Policy	Behavior Policy
Policy issued	August 2025
Next review	June 2026
Lead Professional	Assistant Principal (Pastoral)

## Be Ready, Be Respectful, Be Responsible

### Rationale and Purpose

At Noya British School, we are committed to ensuring the safety, dignity and well-being of every child from the moment they leave home to the moment they return. The school bus is an extension of our learning environment and, as such, the expectations for behaviour align with our school values: Be Ready, Be Respectful, Be Responsible. This policy supports safe and respectful conduct for students, staff, parents, and Emirates Transport personnel.

The purpose of this policy is to:

- Create a safe, caring and vibrant learning environment where all students can reach their full potential.
- Foster a school culture of respect, inclusion and collective responsibility aligned with UAE values.
- Develop students' self-awareness, self-management and interpersonal skills to promote lifelong success.
- Provide a clear and consistent framework for recognising positive behaviours and addressing misconduct fairly.
- Ensure compliance with ADEK policies and procedures while tailoring approaches to our school context.

The use of school buses is to ensure learners travel safely to and from school. The following is a stepped action procedure to ensure the health and safety of the learners is not put at risk whilst travelling on the bus. Sanctions are recorded within the school information management system (**CPOMS**) as per behaviour policy. Statements will be taken regarding any inappropriate behaviour on the bus.

### Policy Statement

In line with our whole-school Behaviour for Learning Policy, we believe that positive behaviour is taught, modelled, and reinforced through consistent expectations and clear routines. The same principles apply to school transport. Riding the bus is a privilege, and this policy ensures a safe, inclusive and respectful experience for all passengers.

Unacceptable behaviour on school transport compromises safety and contradicts our commitment to providing a secure environment.

### High Performance Learning



## Student Expectations on the Bus

### Be Ready

- Arrive at the bus stop on time with all belongings ready for school.
- Follow the supervisor's instructions promptly and board safely.
- Prepare for the journey by sitting quickly and fastening seatbelts.

### Be Responsible

- Remain seated throughout the journey and wear your seatbelt at all times.
- Keep noise to a safe level to avoid distracting the driver.
- Look after the bus by keeping it clean and reporting any damage.
- Refrain from eating, drinking, or using digital devices during the journey.

### Be Respectful

- Speak kindly to peers, supervisors, and drivers.
- Avoid physical contact, rude gestures, or inappropriate language.
- Respect the personal space of others and listen to instructions without argument.
- Treat the driver, supervisor, and equipment with courtesy and respect.

### Prohibited behaviours include:

- Failing to wear a seatbelt.
- Moving around the bus while it is moving.
- Standing up while the bus is moving.
- Throwing items inside, or outside of the bus.
- Shouting.
- Inappropriate language.
- Verbal and/or physical abuse towards others.
- Bullying or fighting.
- Littering.
- Damaging the bus.
- Distracting the driver.
- Refusing to follow instructions from the driver or conductor.
- Getting off at an unauthorised stop.
- Bringing friends onto the bus without written permission from the school.
- Placing anything outside of the windows of the bus at any time.

## High Performance Learning



- Eating or drinking on the bus.
- Breaking the alarm systems for no required reason.
- Not respecting the personal space of others.
- Digital devices are not permitted on the bus.

## **Roles and Responsibilities**

### The Role of All Staff

All staff share collective responsibility for ensuring that high standards of behaviour are maintained during bus travel, at boarding points, and during transitions to and from school.

#### *Be Ready*

- Be punctual and visible during arrival and dismissal times.
- Reinforce routines that promote calm and safe boarding/disembarking.

#### *Be Responsible*

- Log incidents on CPOMS promptly and accurately.
- Support colleagues and bus supervisors with challenging behaviours.

#### *Be Respectful*

- Model calm, respectful interactions with students and parents.
- Build positive relationships to support a culture of mutual trust.

### Bus Supervisor Responsibilities

#### *Be Ready*

- Stand outside the bus to greet the students.
- Greet students positively.
- Have your 'Bus Behaviour Book' ready.
- Take attendance promptly.
- Ensure safety checks are completed before departure.
- Ensure students are in the correct seats by checking the seating plan.
- Ensure the safety of all children during pick-up and drop-off.

#### *Be Responsible*

- Do not hold children by the wrist or make physical contact.
- Maintain order and support students using this policy to guide you.

## **High Performance Learning**



- Communicate minor issues with class teachers and escalate persistent concerns.
- If a student has been misbehaving, report this to the class teacher upon arrival and ensure the teacher signs the 'Bus Behaviour Book'.

#### *Be Respectful*

- Model respectful language and build positive relationships with students.

***\*If a child is not on the bus, report to the SLT on duty. Don't leave until all children are on the bus.***

### Driver Responsibilities

#### *Be Ready*

- Perform required vehicle safety checks before journeys.

#### *Be Responsible*

- Drive safely and adhere to traffic regulations.
- Follow all ADEK and Emirates Transport safety procedures
- Report incidents to the supervisor for follow-up

#### *Be Respectful*

- Communicate professionally with supervisors and students.
- Work respectfully with the supervisor and school staff

### Staff on Duty During Pick-up and Drop-off

#### *Be Ready*

- Be punctual and supervise safe and calm entry and exit from buses.
- Supervise handover routines to and from buses

#### *Be Responsible*

- Address behaviour concerns immediately and log on CPOMS.
- If a student has been misbehaving and a bus supervisor reports this to you, sign the 'Bus Behaviour Book' and for Level 1 misbehaviour report to Head of Key Stage or Year Leader. If Level 2 misbehaviour report to Assistant Principal – Pastoral.
- Support the consistency of this policy by reinforcing expectations.

#### *Be Respectful*

- Greet students warmly to set a calm, positive tone.

### **High Performance Learning**



### Bus Coordinator (or Assigned SLT Member)

#### *Be Ready*

- Liaise daily with Emirates Transport to ensure smooth operations.

#### *Be Responsible*

- Monitor behaviour logs and apply sanctions consistently.
- Communicate with parents where necessary.
- Apply sanctions and restorative practices as required.

#### *Be Respectful*

- Foster effective communication with parents, supervisors, and staff.

### The Role of Parents/Guardians

#### *Be Ready*

- Ensure children are on time at the designated pick-up and drop-off points and prepared for travel.
- Notify the school and BBT by phone or email if there is a change of plan for their child in getting home, prior to 12pm (Monday – Thursday), 10am (Friday)

#### *Be Responsible*

- Parents will support school sanctions in relation to bus behaviour
- Support and reinforce school's bus behaviour expectations at home.
- Understand that repeated or serious misbehaviour may lead to suspension from the bus service
- Parents will communicate with BBT and school should there be concerns about the behaviour on the bus.

#### *Be Respectful*

- Model polite communication and engage respectfully with school and transport staff.

### The Three C's Approach – only applies to Level 1 behaviour

1. **Chance** – Every student is reminded of expectations and given the opportunity to self-correct behaviour calmly and respectfully.
2. **Choice** – Students are explicitly told the options available: to meet expectations or to continue with their behaviour and accept the consequence.
3. **Consequence** – If behaviour does not improve, consequences are applied consistently, proportionally, and in line with this policy.

### High Performance Learning



## Integration into Bus Sanctions

### **Step 1: Chance**

- Supervisor calmly reminds the student of the rule broken (linked to *Be Ready, Be Respectful, Be Responsible*).
- Example: *"This is your chance to fix it – please sit down and put your seatbelt on now."*

### **Step 2: Choice**

- If behaviour persists: *"You now have a choice: follow the rule and stay on the bus safely, or choose not to, which will lead to a logged incident and a sanction."*

### **Step 3: Consequence**

- Failure to comply leads to the recorded sanction.

## Staff Language and Consistency

Bus supervisors, staff, and drivers will:

- Use calm, consistent language: *"This is your chance..."*, *"You now have a choice..."*, *"As you chose not to follow expectations, this is the consequence."*
- *First level offence, report to Head of Year*
- *Second level offence, report straight to Assistant Principal.*
- *Apply the three c's only to Level 1 behaviour.*

## Positive Recognition and Communication

- Positive behaviour on school transport is reinforced through verbal praise, positive notes home, and public recognition in assemblies where appropriate.
- Staff use specific, descriptive praise linked to our values (e.g., 'Thank you for being responsible by staying seated throughout the journey').
- Communication with parents is important as direct contact strengthens home-school partnership.

## Restorative Follow-Up

- After sanctions, restorative conversations will revisit the Three C's:
  - *What happened?*

## **High Performance Learning**





- *What were you thinking at the time?*
- *What chance were you given?*
- *What choice did you make?*
- *Who has been affected?*
- *What could you do differently next time?*

Reflection activities may be assigned and shared with the Head of Key Stage or Inclusion Team.

All inappropriate behaviour on the school bus will be managed in accordance with the school's behaviour policy. Sanctions will be recorded in CPOMS, and, where necessary, statements will be taken from those involved. CCTV footage may also be reviewed to support investigations, if required.

At each stage, a written record of actions taken will be logged in CPOMS, and parents will be informed. Consequences escalate in line with the seriousness of the behaviour and the frequency of incidents.

### **Categories of Inappropriate Behaviour:**

#### **Level 1 – Minor Disruptions or Rule-Breaking**

Examples include:

- Standing while the bus is moving
- Shouting or excessive noise
- Littering
- Eating or drinking on the bus (with the exception of water)
- Not respecting the personal space of others
- Using personal devices
- Blocking aisles with bags or belongings
- Refusing to sit in assigned seats when instructed

#### **Level 2 – More Serious Disruptions or Safety Concerns**

Examples include:

- Throwing items inside the bus
- Moving around while the bus is in motion
- Using inappropriate language
- Verbal abuse towards others

### **High Performance Learning**





- Not wearing a seatbelt
- Getting off at an unauthorised stop
- Placing items outside windows of the bus at any time
- Distracting the driver
- Refusing to follow instructions from the driver or conductor
- Taking photographs or videos of others without consent
- Deliberately delaying the bus schedule

### Level 3 – Severe Safety Violations or Dangerous Behaviour

Examples include:

- Fighting or physical abuse
- Bullying
- Throwing items outside the bus
- Vandalism or deliberate damage to the bus
- Misuse or damage of alarm systems
- Bringing prohibited items (e.g., weapons, alcohol, drugs, dangerous objects)
- Smoking or vaping on the bus
- Spitting or creating unhygienic and unsanitary conditions
- Intimidating or harassing other passengers or the driver
- Tampering with safety equipment
- Opening emergency exits or windows without permission
- Deliberately activating of the emergency brake without cause

### Additional Notes and Escalation

- **Repeated Level 1 or Level 2 behaviours** may result in escalation to the next level of sanctions.
- **Serious incidents** (e.g., violence, vandalism, bullying, or safety breaches) may result in immediate suspension from the bus service, bypassing earlier steps.
- **Severe infractions** may result in immediate suspension of bus privileges, in-school sanctions, or other disciplinary actions as deemed appropriate by the Behaviour Management Committee, regardless of the number of prior offenses.
- The school reserves the right to **involve the police** in cases of illegal activity or serious safety violations.

### High Performance Learning



### Consequences and Sanctions for Bus Misconduct:

Incidents will be monitored cumulatively, with sanctions escalating as follows:

At each stage a written record of action taken will be recorded on the school information management system (CPOMS).

Level of Offense	Offense	Consequences
1	1 <sup>st</sup> offense	Lunch reflection with class teacher, logged on school information management system (CPOMS) and letter home sent by the class teacher informing parents of the next steps (Phase Lead informed and classroom teacher keeps a record of incidents for whole class).
	2 <sup>nd</sup> offense	Lunch reflection with SLT member parents called, this is the final warning letter sent home before the (1-3) day ban depending upon the nature of the incident.
	3 <sup>rd</sup> offense	1-day bus ban, enforced by Head of KS phoning parents with 24hrs notice
2	1 <sup>st</sup> offense	Lunch reflection with SLT member parents called, this is the final warning letter sent home before the (1-3) day ban depending upon the nature of the incident.
	2 <sup>nd</sup> offense	1-day bus ban, enforced by Head of KS phoning parents with 24hrs notice

### High Performance Learning



	3 <sup>rd</sup> offense	3-day bus ban, parents invited with behaviour management committee.
3	1 <sup>st</sup> offense	Immediate 3-day bus ban, enforced by the Head of Key Stage phoning parents with 24 hours' notice. 1st Written warning sent. Logged on CPOMS.
	2 <sup>nd</sup> offense	1-week bus ban enforced by Head of Primary phoning parents with 24 hours' notice. 2nd written warning sent. Logged on CPOMS.
	3 <sup>rd</sup> offense	Long-term or permanent loss of bus privileges, subject to review by the behaviour management committee.

- In serious cases (e.g., violence, vandalism, bullying or safety breaches), the school may escalate consequences immediately and bypass steps.

### CALM Approach

To support students in moments of dysregulation on buses, all staff will use the CALM approach:

- **\*\*Connect & Attune\*\*** – Acknowledge the child's emotions calmly and empathetically.
- **\*\*Limit\*\*** – Clearly state the boundary and expectations, applying consequences if necessary.
- **\*\*Motivate/Move Energy\*\*** – Offer choices and encourage positive actions to refocus energy appropriately.
- 

### Monitoring

All bus behaviour incidents will be logged on CPOMS. Data will be reviewed regularly by the Bus Coordinator and SLT to monitor trends, inform interventions, and ensure consistency. Parents will be contacted for significant incidents or repeated concerns, reinforcing our collaborative approach.

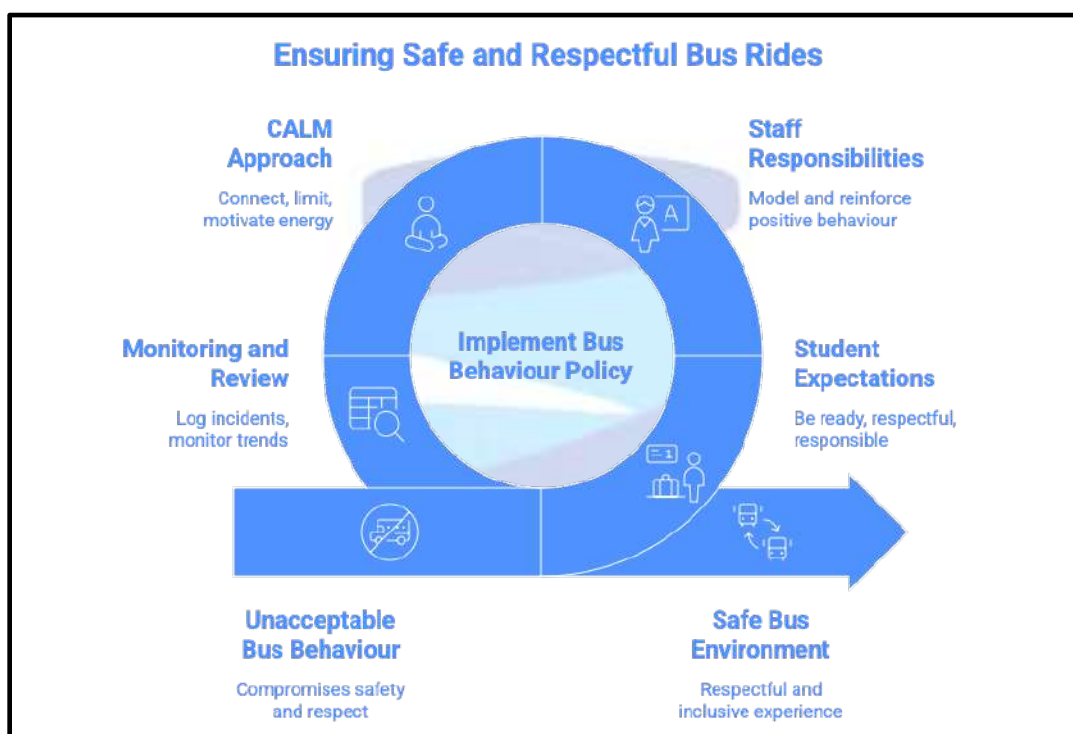
### High Performance Learning



## Policy Review and Communication

This policy will be reviewed annually in collaboration with Emirates Transport and school staff.

It will be shared with families at the start of each academic year and reinforced through bus safety assemblies, visual displays, student briefings, and parent communications (e.g EPraise).



## High Performance Learning



### Example of a parent letter – Second incident:

Dear [Parent/Guardian Name],

I am writing to inform you of a further reported incident involving **[Student's Name]** on the school bus. At Noya British School, we are committed to maintaining a safe and respectful environment for all students during their journeys to and from school.

In line with our Bus Behaviour Policy, **[Student's Name] will attend a lunch reflection with a member of the Senior Leadership Team (Assistant Principal – Pastoral)** to discuss their behaviour and reflect on how to meet our expectations moving forward.

Additionally, your **Cluster Lead has contacted you by phone** to discuss the incident. Please note that this letter serves as the **final warning**: any further incident may result in a suspension from the bus service for **1–3 days, depending on the nature of the behaviour**.

We appreciate your support in reinforcing our shared expectations with **[Student's Name]** and ensuring that the bus remains a safe and positive environment for all students.

Thank you for your cooperation.

Yours sincerely,

High Performance Learning



### Example of a parent letter – Third incident:

Dear [Parent/Guardian Name],

I am writing to inform you of a further serious incident involving **[Student's Name]** on the school bus. As you are aware, Noya British School is committed to ensuring a safe and respectful environment for all students during their journeys to and from school.

In line with our Bus Behaviour Policy, and following previous warnings, **[Student's Name] will now be suspended from using the school bus service for a period of three (3) school days.**

This sanction has been issued by the **Head of School**, who has also contacted you by phone to discuss the matter. Please note that this ban will take effect **24 hours from the time of this notification** to allow you time to make alternative transport arrangements.

During this period, **[Student's Name] must not use the school bus.** Any attempt to board the bus will be treated as a breach of school policy.

We urge you to use this opportunity to discuss the importance of respectful and safe behaviour on the bus with **[Student's Name]**, as any further incidents may result in a longer-term suspension from the service.

Thank you for your cooperation and support in upholding our shared expectations.

Yours sincerely,

### High Performance Learning





### Example of a parent letter – Fourth incident:

Dear [Parent/Guardian Name],

I am writing to inform you of a further serious incident involving **[Student's Name]** on the school bus. At Noya British School, we are committed to maintaining a safe and respectful environment for all students during their journeys to and from school.

Following previous warnings and sanctions, and in line with our Bus Behaviour Policy, **[Student's Name] will now be suspended from using the school bus service for a period of one (1) school week.**

This sanction has been issued by the **Head of School**, who has contacted you by phone to discuss the matter. Please note that this ban will take effect **24 hours from the time of this notification** to allow you to make alternative transport arrangements.

During this period, **[Student's Name] must not use the school bus.** Any attempt to board the bus will be treated as a breach of school policy.

We strongly urge you to discuss this matter with **[Student's Name]**, as any further incidents may result in a suspension from the bus service for the remainder of the term.

Thank you for your cooperation and support in reinforcing our shared expectations for safe and respectful conduct.

Yours sincerely,

### High Performance Learning



### Example of a parent letter – Fifth incident:

Dear [Parent/Guardian Name],

I am writing to inform you of a further serious incident involving **[Student's Name]** on the school bus. At Noya British School, we are committed to ensuring that all students travel to and from school in a safe and respectful environment.

Due to repeated breaches of our Bus Behaviour Policy, and following prior warnings and sanctions, **[Student's Name] will now be suspended from using the school bus service for the remainder of this half term.**

This sanction has been issued by the **Head of School**, who has contacted you by phone to discuss the matter. Please note that this suspension will take effect **24 hours from the time of this notification** to allow you to make alternative transport arrangements.

During this period, **[Student's Name] must not use the school bus.** Any attempt to board the bus will be treated as a serious breach of school policy and may lead to further disciplinary action.

We expect this consequence to provide an opportunity for reflection and improvement. Please be aware that any future incidents may result in a **longer-term or permanent suspension from the bus service.**

Thank you for your support in reinforcing our shared expectations and ensuring that the bus remains a safe and positive environment for all students.

Yours sincerely,

### High Performance Learning



## NBS – Behaviour Report

### Ready, Respectful, Responsible

#### Noya Weekly Student Report (Tutor Report)

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

Year & Form: \_\_\_\_\_

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

Use this table every period to record effort and behaviour (1–5) per period. Please make sure you use the grading and sign (S)

1. Serious Issue: Repeated poor behaviour, disrespect.
2. Concern: Disruptive or unprepared.
3. Satisfactory: Meets minimum expectations.
4. Good: Mostly positive, minor corrections needed.
5. Excellent: Positive attitude, respectful, engaged.

Period	1		2		3		4		5		6		7		8		
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	
Mon																	
Tues																	
Wed																	
Thurs																	
Fri																	

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

Tutor Signature \_\_\_\_\_

### Ready, Respectful, Responsible

#### Noya Weekly Student Report (Tutor Report)

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

Year & Form: \_\_\_\_\_

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

Use this table every period to record effort and behaviour (1–5) per period. Please make sure you use the grading and sign (S)

1. Serious Issue: Repeated poor behaviour, disrespect.
2. Concern: Disruptive or unprepared.
3. Satisfactory: Meets minimum expectations.
4. Good: Mostly positive, minor corrections needed.
5. Excellent: Positive attitude, respectful, engaged.

Period	1		2		3		4		5		6		7		8		
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	
Mon																	
Tues																	
Wed																	
Thurs																	
Fri																	

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

Tutor Signature \_\_\_\_\_

## High Performance Learning



## Ready, Respectful, Responsible

### Noya Weekly Student Report (Tutor Report)



Student Name. \_\_\_\_\_

Year & Form \_\_\_\_\_

Date \_\_\_\_\_



Use this table every period to record effort and behaviour (1–5) per period. Please make sure you use the grading and sign (S)

1. Serious Issue: Repeated poor behaviour, disrespect.
2. Concern: Disruptive or unprepared.
3. Satisfactory: Meets minimum expectations.
4. Good: Mostly positive, minor corrections needed.
5. Excellent: Positive attitude, respectful, engaged.

Attendance, Punctuality	Present (✓/x)	On Time (✓/x)	Notes
Mon			
Tue			
Wed			
Thur			
Fri			

Period	1		2		3		4		5		6		7		8	
Session	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Mon																
Tues																
Wed																
Thurs																
Fri																



Parent Signature

Tutor Signature

## High Performance Learning

