

نويَا  
مدرسة بريطانية



NOYA  
BRITISH SCHOOL

## Behaviour Policy

<b>Policy</b>	Behaviour Policy
<b>Policy issued:</b>	August 2025
<b>Next review:</b>	June 2026
<b>Lead Professional:</b>	Principal & Assistant Principal

Be Ready, Be Respectful, Be Responsible

## **Rationale and purpose:**

At Noya British School, we believe that fostering a positive, supportive and inclusive learning environment is foundational to our students' academic success, personal growth and overall well-being. We recognise that behaviour is a form of communication and that students thrive when they feel valued, respected and emotionally secure. Therefore, our approach to behaviour management is grounded in the principles of positive psychology, emotional intelligence and relational practice. By proactively teaching and nurturing positive behaviours, social-emotional skills and strong character values, we aim to empower our students to become responsible, resilient and caring global citizens who contribute meaningfully to their communities.

## **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.
- Offer targeted support and interventions to meet students' diverse social, emotional and behavioural needs.
- Engage families and the wider community as partners in supporting students' positive behaviour development.
- Ensure compliance with ADEK policies and procedures while tailoring approaches to our school context.

## **High Performance Learning**



## **Policy Statement**

At Noya British School, positive behaviour is an essential component of effective teaching and learning. All members of our school community have the right to learn and work in an environment where they feel safe, respected and valued and share the responsibility of creating and maintaining such an environment.

Our behaviour policy adopts a proactive, instructional and relational approach to promoting positive behaviour. It incorporates evidence-based practices such as explicit social-emotional learning, positive recognition and feedback, restorative practices and a tiered system of support to meet students' individual needs. We emphasise building strong, trusting relationships among students, staff and families as the foundation for behaviour change and growth.

While we have high expectations for student conduct, we recognise that mistakes and misbehaviours provide valuable opportunities for learning and development. Our responses to misconduct aim to address the underlying causes of behaviour, repair harm, and restore relationships. We use logical consequences and restorative approaches, reserving exclusionary discipline as a last resort.

Throughout the behaviour management process, we collaborate closely with families and community partners to provide a network of support for our students. We make decisions based on a thorough understanding of each situation, always keeping the best interests of the child at the centre.

Ultimately, our goal is to graduate students who have the character strengths, social-emotional competencies and ethical values to thrive in an increasingly complex and diverse world. We believe that by working together to create a caring school community, we can inspire our students to be their best selves and make a positive difference in the world.

## **High Performance Learning**



## **Our Positive Behaviour Model:**

At Noya British School our positive behaviour model is based on a proactive, whole-school approach that focuses on creating a supportive and inclusive learning environment.

Our Student Code of Conduct centres on three expectations:

- **Be Ready.**
- **Be Responsible.**
- **Be Respectful.**

At the beginning of each year, every class collaboratively defines what these expectations look like and creates an agreement outlining specific positive behaviours, such as listening when others speak, helping a friend in need, trying a new strategy when stuck, or looking after our school. The Code also specifies the roles of students, staff and families in upholding these expectations. By collectively defining and upholding the Student Code of Conduct, we create a shared commitment to a respectful, supportive school culture aligned with UAE values.

## **Children's responsibilities:**

### **Be Ready:**

- Arrive to school on time and ready to learn every day
- Arrive to your lessons smart, motivated, and equipped to learn.

### **Be Responsible:**

- Be responsible for your attitudes and behaviour.
- Be mindful of how you may have an impact on others.

### **Be Respectful:**

- Be respectful to our community and environment.
- Follow instructions the first time, every time.
- Respect personal space and school property.

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## **Staff responsibilities:**

### **Be Ready:**

- Meet and greet at the door every day.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Have a shared responsibility to always apply the Code of Conduct, including using the agreed vocabulary.

### **Be Responsible:**

- Follow up following up every time.
- Retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not meeting expectations.
- Raise children's self-esteem so that they can develop their full potential.

### **Be Respectful:**

- Treat everyone fairly and with respect.
- Model positive behaviours and build relationships with every child.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and fair at all times.

## **High Performance Learning**



## **Senior and Middle Leaders responsibilities:**

### **Be Ready:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site, especially during arrival and dismissal times.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

### **Be Responsible:**

- Regularly share good practice.
- Support managing learners with more complex behaviours.
- Use behaviour data to improve policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

### **Be Respectful:**

- Treat all members of the school community with dignity and fairness
- Value diversity and promote an inclusive environment
- Communicate clearly, professionally, and empathetically
- Recognise and celebrate the efforts and achievements of staff and students

## **High Performance Learning**



## **Visitors, parents, and members of the community responsibilities:**

### **Be Ready:**

- Arrive on time for appointments and events
- Follow visitor sign-in procedures
- Come prepared for meetings with relevant documents or information

### **Be Responsible:**

- Support the school's policies and procedures
- Communicate concerns through appropriate channels
- Model positive behaviour for all students

### **Be Respectful:**

- Treat all staff, students and other visitors with courtesy
- Respect the diverse cultures and beliefs within our school community
- Use appropriate language and tone in all interaction

As part of a School-Wide Positive Behaviour Support policy we have developed clear rules for the behaviour we expect, these are displayed through our Islamic and Moral Values. This policy outlines the underlying philosophy, nature, organisation and management of learners' behaviour at NBS. Its fair and consistent implementation is the responsibility of all staff. We encourage positive behaviour for learning through the use of the HPL values, attitudes and attributes (VAAs).

The Learner Profile attributes and HPL VAAs which are promoted include:

HPL (High Performance Learning)	
VAA	ACP
Empathetic	Metathinking
Agile	Linking
Hardworking	Analysing
	Creating
	Realising

## **High Performance Learning**



## The Role of all staff

It is the responsibility of all staff to ensure that high standards of behaviour are maintained during lesson time, around the school building and whilst out on school trips;

- All staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all learners work to the best of their ability;
- All staff treat each child fairly and maintains the classroom essential agreements consistently alongside the school code of conduct. The teacher treats all learners in their class with respect and understanding;
- It is the responsibility of all teaching staff to ensure that the movement around school and arrival to lessons supports a calm environment that is conducive to learning. The class teacher keeps a record of repeated incidents of inappropriate behaviour on **CPOMS**. Staff should follow NBS safeguarding practices where appropriate, including reporting relevant incidents on **CPOMS**.
- In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues for more than 2 instances (must be logged instances in CPOMS), the class teacher seeks help and advice from middle and senior leaders.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the welfare or behaviour of a child.

## The Role of the Principal

- It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school;
- The Principal supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy;
- The Principal keeps records of all reported serious incidents of unacceptable behaviour and reports are shared with cluster leave if escalated;

## The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school;
- We explain our expectations during induction meetings. We expect parents to support us in maintaining high standards of conduct at all times;
- We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour;
- If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the year leader, and finally the Principal.

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## Monitoring

- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents and records serious incidents on **CPOMS** where a member of SLT or the Pastoral Lead has been involved.

## Emotional Literacy/Routines to support

Teaching Emotional Literacy at Noya British School, we believe that developing students' emotional literacy is foundational to their overall well-being and success. We integrate lessons on identifying, understanding, and managing emotions into our curriculum and daily practices.

This includes:

### Balls of Emotion

Classes will display the Balls of Emotion graphics created by Jen Foster ([see appendix 1](#)). These will be used across school to explicitly teach emotions to children and what these may look like in our actions, expression and body language. We will always focus on the feeling/emotion that has triggered an action and use this to reflect on any behaviours that have followed. Children will leave our school being able to identify emotions, know what they look like and which strategies we can use to regulate.

### Daily Emotion check-ins

This is an opportunity for children to identify their feelings and show this using a check in ([see appendix 2](#)). This could be a desk check in or a class check in. This allows adults to quickly recognise a child who is not in the 'focused zone' and to engage with that child to support them in working through the emotion they are feeling. There will also be an opportunity for learners to use Epraise check-ins.

### Journaling

Teachers may introduce a journaling session or sessions into the daily timetable. This allows children to express any thoughts/troubles on their mind in the morning as they arrive at school, after playtime to refocus and calm children and prior to going home to reflect on the day. The atmosphere should be set with mindful music and lighting. Adults will model this as well, as it supports positive wellbeing in both children and adults.

### Visual timetables

All primary classrooms will have a visual timetable visible to children that is up to date daily ([see appendix 3](#)). Teachers will go through this in the morning. By letting children know what is coming up over the day, the anxiety of those who are neurodivergent, or attachment needs is reduced. The visual timetable will use widget symbols or illustrations. Some neurodivergent children will require a

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personalised timetable that tells them 'Now, next and then.' This will be clear in the recommendations from Specialist Teachers or Educational Psychologists. Secondary learners will have an individualised timetable.

### Sensory Toolkits

Some children will need a sensory tool, such as a tangle to aid concentration. All classes will have these available to them and teachers can share these with children that they identify as needing the tool.

### Non-Verbal signs

Non-verbal signs (**see appendix 4**) allow children to communicate with adults without speaking. This can support children who are struggling with being asked a question on the spot, allow them to ask for water, to go to the bathroom, to hear something again. This also supports a no hands up learning environment, if appropriate for the class as it allows children to feel safe with a way of asking for help without having to verbalise this.

### **Use of Positive Recognition and Rewards**

At Noya British School, we follow a positive recognition system. Our staff actively look for opportunities to acknowledge and celebrate students demonstrating these skills:

Staff use verbal praise, positive notes and our house point system to recognise students exemplifying these skills. By linking our recognition practices to High Performance Learning, we reinforce their importance and encourage students to develop and apply these crucial competencies across all aspects of their school life.

Regular assemblies and displays showcase examples of students excelling in these areas, inspiring peers and creating a school culture that values and nurtures these essential future skills.

This approach ensures that our positive behaviour reinforcement aligns with our broader educational goals, preparing students not just for academic success, but for life in a rapidly changing world.

### Verbal Praise:

Teachers will regularly use specific, descriptive praise that highlights the behaviour or trait being recognized (e.g., "I noticed how you worked collaboratively to solve that math problem.")

### Recognition & Rewards – EPraise Points

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At our school, we celebrate and reinforce positive behaviour through the EPraise platform, which allows students to earn points for demonstrating our core values and expectations across all areas of school life.

### **How Points Are Earned:**

Points can be awarded by any member of staff for:

- Positive behaviour and attitude
- Demonstrating the school's values (e.g. respect, responsibility, kindness)
- Outstanding effort in learning
- Teamwork and collaboration
- Leadership and initiative
- Progress and resilience
- Supporting peers or the school community
- Community
- HPL Values

### **Redeeming Points:**

Students can redeem their accumulated EPraise points for a range of privileges and experiences, which may include:

- Quality time with the Principal or Head of School
- Special activity passes (e.g. games time, extra art/music session)
- Homework passes
- Stationery or book rewards
- Early break/lunch privileges
- Recognition certificates or celebration assemblies

***The reward menu may change termly to keep things exciting and aligned with student interests.***

### **Monitoring & Fairness:**

Staff are encouraged to use EPraise consistently to ensure all students have equal opportunities to be recognised. Students can track their points and progress via their login and work towards personal or house targets.

### **House Points:**

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We have developed a school-wide system for acknowledging and celebrating student achievements through our digital platform, EPraise. This system is intricately linked to our HPL values as mentioned above.

Points are also awarded for:

- Consistently embodying our school's core values of being Ready, Respectful and Responsible
- Producing high-quality work or making significant progress in a subject area
- Participating actively in lessons and co-curricular activities
- Taking on leadership roles or supporting peers in need
- Representing the school positively in events or competitions

Staff members award points using EPraise, focusing on recognising individual strengths, improvements and demonstrations of the HPL values. House points are regularly tallied, with updates shared in assemblies to celebrate collective progress.

At the end of each term, we celebrate the house with the most points during our celebration assembly. The winning house is rewarded with a special celebration, such as splash play, a fun activity or a shared treat. This recognition honours the collective efforts and achievements of the winning house, fostering a sense of pride and belonging.

While our House Point System introduces an element of friendly competition, our primary focus remains on creating an inclusive, collaborative learning environment. We aim to motivate all students preparing them for future success. In line with this positive approach, we never remove house points once they've been earned.

Through this system, we create a school culture where the development of crucial future skills, positive behaviour and collective achievement are all valued and celebrated, encouraging our students to consistently strive for personal and collective growth.

### **Proud Post/Positive Bookmarks/You've Been Spotted**

To recognise positives for individuals, teachers can fill out proud post cards (**see appendix 5**). Any adult in school can write these for children. They are not presented to children but left on their table for them to read after a break time or the following morning. Positive bookmarks are to be put into exercise books for when a child has produced a great piece of work or has shown exceptional progress etc. These bookmarks stay in their books so they can look back over time.

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The You've Been Spotted cards are for children to complete for their peers. Children can give these linked to qualities discussed, e.g., kindness, politeness etc.

### **Celebration Assembly/Certificate of Recognition**

Every week, one student per class receives a certificate of recognition. Teachers select recipients based on noteworthy achievements or behaviours, with the rationale shared during Friday assemblies. This public acknowledgment serves to motivate both the recipient and their peers.

### **Outstanding Progress and Achievement Awards**

After each academic year, a dedicated assembly is held to distribute awards for outstanding achievements across various domains. This event provides a platform for recognising sustained excellence and improvement.

### **Home-School Communication**

To reinforce positive behaviours and strengthen the home-school partnership, teachers utilise multiple channels to communicate student successes to families. These may include postcards, emails, Dojo messages, or phone calls. This practice ensures that positive reinforcement extends beyond the school environment and facilitates a collaborative approach to student development.

### **Supporting children who are dysregulated**

We have a variety of strategies designed to support a child who is experiencing challenging emotions and showing dysregulated behaviours. We support privately and aim to get to the root cause of the dysregulation.

*'Children who behave badly in class need a private word, reminder, warning or perhaps an immediate proportionate consequence. They don't need their name on a board... it reconfirms their poor self-image, re-stamps a label of low expectation.' (Dix, pg22)*

We have a whole school pledge to cease all use of harsh voices, shouting, shaming, put downs, criticism and that interactions with all members of our school community are not socially defensive to continue our commitment to developing a positive wellbeing for all.

### **CALM Approach**

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To support children, all staff will use key language and scripts that are centred around regulation and are non-triggering or confrontational. Teachers may use the CALM approach. (see appendix 6)

**Connect & Attune** – acknowledge their struggle and emotions, name the need, soothing tone and presence.

**Limit** – state your boundary simply, follow through with action (if needed)

**Motivate/move energy** – after a choice, something to look forward to, or a more appropriate way to meet the need/express the feeling. An example of the following will be available for staff on a lanyard for reference.

### Calm Area/Corner

Each key stage will have a space that will support children in both self and co-regulation. This space will be positioned where children can have privacy and access to a range of resources that promote regulation. Through the teaching of Emotional Literacy, children will be clear on when they need to access this area. A teacher can direct a child to the space, this could be quiet word or a calm pass – it will never be publicly announced that a child accesses the area. It is not a negative space nor is it a consequence for a behaviour. Once in the space, the adult supports the child in identifying their feelings, the teacher will use 'I wonder' sentences whilst the child is dysregulated as they will not be able to do so themselves until regulated. E.g., 'I wonder if you are feeling frustrated because... It is ok, we all feel frustrated at times, let's use... to regulate together.' Children who are outside of their window of tolerance are unable to reason, which is why co-regulation is crucial in supporting children regaining focus.

Activities supporting regulation could include breathing/calming exercises, distraction activities such as Lego, threading, sensory feedback activities like sand/rice trays. These activities could also be drawing or colouring or filling out a worry card. The teacher will then set a timer, no more than 15 minutes and allow the child to self-regulate. Following this, the teacher would return, discuss how the child is feeling now and if they are ready to re-join class.

If the child has accessed the area because they have hurt someone, caused a distraction etc, they will then complete a Reflect and Reset sheet (see appendix 7) before leaving the calm space. Any work that has been missed will need to be caught up. If a safeguarding concern or the child has needed to access the space frequently in a day, this needs to be logged on CPOMs (Child Protection Online Management System)

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## **Behavioural Management Committee**

We have established a Behavioural Management Committee consisting of:

- The Principal or Head of School
- Heads of Key Stages
- Social Worker/Counsellor
- Designated Safeguarding Lead

### **Purpose and Responsibilities:**

The Behaviour Management Committee is tasked with:

1. Reviewing and discussing student behavioural concerns
2. Ensuring disciplinary actions are fair and equitable to all students without exception
3. Determining appropriate disciplinary measures considering the student's age, ability and the severity of the misconduct
4. Making decisions on serious behavioural incidents and recommending appropriate interventions
5. Convening promptly to address urgent situations and issue timely resolutions
6. Evaluating the effectiveness of behavioural interventions and support strategies
7. Recommending policy adjustments based on behavioural trends and data analysis
8. Ensuring compliance with ADEK guidelines and Noya British School's Behaviour policy

### **Operational Procedures:**

- The committee meets regularly to review behavioural data and discuss ongoing cases
- For urgent matters, the committee can convene at short notice to make timely decisions
- All decisions are documented and communicated to relevant stakeholders
- The committee maintains confidentiality in all its proceedings
- In cases of potential expulsion, the committee prepares recommendations for ADEK approval

By having a dedicated Behaviour Management Committee, we ensure that our approach to student behaviour is thoughtful, consistent and aligned with our school's values and ADEK requirements. This committee plays a vital role in fostering a positive school culture while addressing behavioural challenges effectively and equitably.

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## **Misconduct Policy and Procedures**

At Noya British School, we have developed a comprehensive approach to managing student misconduct that aligns with ADEK guidelines. Our policy aims to create a safe, positive learning environment while providing fair and consistent procedures for addressing behavioural issues.

First and foremost, we believe that by prioritising connection, understanding and positive reinforcement, we create an environment where students feel supported and motivated to make positive choices. This approach aligns with our commitment to nurturing the whole child, developing both academic and social-emotional competencies.

While we have clear procedures for addressing misconduct when necessary, our primary focus remains on building positive relationships and reinforcing good behaviour to support our students' overall well-being and development.

### **Levels of Misconduct & Disciplinary Procedures**

We categorise misconduct into four levels, as per ADEK policy:

These have been agreed by the Behaviour Committee (Principal, Head of Pastoral and School Counsellor)

Prevention and Early Intervention:

- Teachers use positive reinforcement and classroom management strategies
- Students are given opportunities to correct behaviour before formal disciplinary action

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Our approach to misconduct follows a staged process:

Violation Level	Examples of misbehaviour	Consequences
<b>Level 1 (simple risk)</b>  Behaviour that causes disruption of teaching and learning or is low risk (any other category)	Behaviours may include, but are not limited to: <ul style="list-style-type: none"> <li>▪ Tardiness/lateness</li> <li>▪ Unexplained absences</li> <li>▪ Incorrect school uniform</li> <li>▪ Not bringing the necessary books, equipment, etc.</li> <li>▪ Disruptive classroom and/or school behaviour</li> <li>▪ Breaking classroom rules</li> <li>▪ Defying school authority and staff members</li> <li>▪ Entering class or going out of class without permission or not attending class or school activities without acceptable excuse.</li> <li>▪ Sleeping during the class or school activities (medical case cleared)</li> <li>▪ Eating during the classes or the morning assembly (Medical case cleared)</li> <li>▪ Failure to submit homework and assignment on time</li> <li>▪ Bringing communication devices such as mobile telephones</li> <li>▪ Misuse of electronic digital devices during the class including playing electronic games and wearing the mobile headsets</li> </ul>	<b>First Occurrence – Verbal warning by the class teacher</b>  In line with Noya's commitment to restorative practice and consistent expectations, behaviour is managed using the <b>Chance – Choice – Consequence approach:</b>  <b>Chance (First Warning)</b> <ul style="list-style-type: none"> <li>• The teacher issues a verbal reminder using the CALM approach, giving the pupil a clear opportunity to correct their behaviour.</li> <li>• The student is reminded of the expected behaviour and the impact of their actions.</li> <li>• Language used: "You have a chance now to turn this around and make a better choice." C – connect with the child 'I care about you/ Let's get on the same team' A – Acknowledge the feeling 'I can see/ I know/ I wonder if' L – Limit the behaviour 'We can't/ I won't allow/ we don't' M – Move forward 'Why don't we/ how about/ here are two options/ I have a plan'</li> </ul> <b>Choice (Second Warning)</b>

	<ul style="list-style-type: none"> <li>▪ All incidents that can be categorised under any of the above as decided by the Academic Committee</li> <li>▪ Or any other action that the school deems inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• If behaviour continues, the student is given a second warning, with a clear outline of the choice they must make and the consequence if behaviour does not improve.</li> <li>• Language used: “You have a choice. If you continue, the next step is a reflection.”</li> </ul> <p><b>Consequence (Reflection Room)</b></p> <ul style="list-style-type: none"> <li>• If inappropriate behaviour persists, the student is sent to the Reflection Room.</li> <li>• The purpose is not punitive but restorative, giving the student time to reflect on their behaviour, identify its impact and plan how to re-engage positively with learning.</li> <li>• A Reflection Sheet/NOYA Cares statement is completed. This is addressed with the leaders in the room and uploaded onto CPOMS.</li> <li>• Follow-up may include a restorative conversation with the class teacher or phase leader.</li> </ul> <p><b>Repeated misbehaviour – Written warning by the class teacher.</b></p>
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		<ul style="list-style-type: none"> <li>Notify the parent in writing (see template, appendix 9)</li> <li>All records must be logged on CPOMS</li> </ul> <p><b>Continued Level 1 misbehaviour (x 3) – Written warning by HoD</b></p> <ul style="list-style-type: none"> <li>Notify the parent in writing (see template, appendix 9) and invite for a meeting agree on a personalised behaviour plan, aimed at reducing the negative behaviour.</li> <li>Referral to inclusion (if needed)</li> <li>The parent is required to sign an undertaking (see appendix 10) to support the agreed strategy.</li> <li>Move to Level 2 as behaviour causes significant disruption to teaching and learning.</li> </ul>
<b>Level 2 (Medium Risk)</b>  Behaviour that causes greater disruption of teaching and learning than what is described in Level 1 behaviour. This level covers student behaviours that may lead to physical and mental	<ul style="list-style-type: none"> <li>For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</li> <li>Behaviours may include, but are not limited to:</li> <li>Fighting with and/or bullying other students</li> </ul>	<p><b>First Occurrence – Written warning issued by the class teacher</b></p> <ul style="list-style-type: none"> <li>Student is asked to complete a NOYA cares sheet (see template, appendix 8).</li> <li>Notify the parent in writing (see template, appendix 9) and hold a meeting to discuss and agree on a reasonable joint home – school strategy.</li> </ul>

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<p>harm to another person or may lead to property damage.</p>	<ul style="list-style-type: none"> <li>▪ Theft</li> <li>▪ Trespassing</li> <li>▪ Vandalism</li> <li>▪ Smoking/vaping on campus</li> <li>▪ Possessing or using cell phones during school time</li> <li>▪ Leaving school without permission</li> <li>▪ Unauthorised absence/truancy</li> <li>▪ Cheating in exams or assignments</li> <li>▪ Providing false documents (e.g. signing letters without the permission or knowledge of parents)</li> <li>▪ All forms of discrimination</li> <li>▪ Abusive or inappropriate language toward peers and teachers</li> <li>▪ Provoking/ Instigation of fights, or threatening or frightening school mates</li> <li>▪ Any action that violates the general rules or directives of the school or the UAE Society such as acting in a gender conflicting manner in terms of haircuts, or attire or using make-ups, etc</li> <li>▪ Photographing, keeping or publishing photographs of school staff or students without authorization</li> </ul>	<ul style="list-style-type: none"> <li>• The parent is required to sign an undertaking to support the agreed strategy (<b>see appendix 10</b>).</li> <li>• All records must be logged on CPOMS.</li> </ul> <p><b>Repeated misbehaviour – Onsite suspension by the BMC (up to 3 days)</b></p> <ul style="list-style-type: none"> <li>• Modify timetable for isolation. Student if referred to the Therapy Room for reflection and regulation support.</li> <li>• Notify the parent in writing (<b>see template, appendix 15</b>) and invite for a meeting with the relevant members of the Behaviour Management Committee to agree on a personalised behaviour plan, aimed at reducing the negative behaviour.</li> <li>• Assessment by Educational Psychologist, counselling or any other supportive agencies (if needed)</li> <li>• The parent is required to sign an undertaking letter to agree to the strategies (<b>see appendix 10</b>).</li> </ul> <p><b>Continued Level 2 misbehaviour – Expulsion</b></p>
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	<ul style="list-style-type: none"> <li>▪ Repetition of Level 1 incidents over an academic year. Such behaviours may be escalated to Level 2, at the discretion of the Principal or committee.</li> <li>▪ Leaving or entering the classroom during class time without permission.</li> <li>▪ Not attending mandatory school activities and events without an acceptable excuse.</li> <li>▪ Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.</li> <li>▪ Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.</li> <li>▪ 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>▪ Taking out and/or using mobile phones at school without permission or in the case of emergency.</li> <li>▪ Verbally abusing or insulting any member of the school community (including visitors).</li> </ul>	<ul style="list-style-type: none"> <li>• The BMC shall evaluate the evidence and agree on a set of final disciplinary action which may include expulsion.</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ 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>▪ Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.</li> <li>▪ Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</li> </ul>	
<b>Level 3 (High Risk)</b>  Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws.	For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.  Behaviours may include, but are not limited to: <ul style="list-style-type: none"> <li>▪ Fighting with other students which causes injury requiring medical treatment</li> <li>▪ Assault which causes injury requiring medical treatment</li> <li>▪ Possessing, selling, or consuming illegal substances</li> </ul>	<b>First Occurrence – BMC</b> <ul style="list-style-type: none"> <li>• Child is sent to the Principal/Committee.</li> <li>• Student is asked to complete a NOYA cares sheet (<a href="#">see template, appendix 8</a>).</li> <li>• The committee shall evaluate the evidence and determine disciplinary action.</li> <li>• Parents contacted and asked to come into school and sign an undertaking letter, agreeing to strategies suggested.</li> <li>• In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement and students may carry out community service</li> </ul>

### High Performance Learning



	<ul style="list-style-type: none"> <li>▪ Possessing and/or selling weapons or explosives</li> <li>▪ Committing major actions contradictory to Islamic values and morality</li> <li>▪ Deliberately setting off the fire alarm and so putting staff and students at risk</li> <li>▪ Committing acts of public indecency in school</li> <li>▪ Bringing, possessing, displaying and promoting in any type; physical, electronic or on the media that are for unauthorized or are not culturally sensitive, conflict with the values and general rules of the society;</li> <li>▪ Defaming of staff or school mates on any of the social media tools;</li> <li>▪ Sexual harassment inside the school;</li> <li>▪ Physically assaulting schoolmates or staff (Bullying)</li> <li>▪ Stealing or covering up thefts;</li> <li>▪ Vandalism of/ to or unauthorized acquisition of the school equipment or facilities;</li> <li>▪ Insult of/ to religions or instigating sectarianism at school</li> </ul>	<p><b>Repeated misbehaviour – Offsite suspension – BMC</b></p> <ul style="list-style-type: none"> <li>• Immediately inform parents and issue an offsite suspension until the end of the investigation.</li> <li>• The committee shall evaluate the evidence and agree of a final set of disciplinary action.</li> <li>• Parents sign a final undertaking letter,</li> </ul> <p><b>Continued Level 3 misbehaviour – Managed move/Expulsion – BMC</b></p> <ul style="list-style-type: none"> <li>• ‘Managed move’ to another Aldar School</li> <li>• ‘Notice of Disciplinary Transfer’ issued to parents <b>(see appendix 13)</b></li> </ul>
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## High Performance Learning



	<ul style="list-style-type: none"> <li>▪ Tampering or vandalism of school buses or causing harm to road users;</li> <li>▪ Fabrication, falsification of documents and Impersonation.</li> <li>▪ Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).</li> <li>▪ Leaving the school premises without permission.</li> <li>▪ 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>▪ Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.</li> <li>▪ Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.</li> <li>▪ Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</li> </ul>	
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## High Performance Learning



	Repetition of Level 2 incidents over an academic year. Such behaviours may be escalated to Level 3, at the discretion of the Principal and Committee.	
<b>Level 4 (V High Risk)</b>	<ul style="list-style-type: none"> <li>Third repetition of any level 3 offence</li> <li>Bringing or possessing any firearm or non-firearm or any of the alike to and in school</li> <li>Sexual assaults inside the school premises or facilities</li> <li>Physical assaults that may lead to physical injuries of schoolmates or staff</li> <li>Leaking exams/ tests or participating in it at any level</li> <li>Causing fires at school or setting school building or facilities on fire</li> <li>Unauthorized impersonating of others for any school transactions or forging any school specific documents</li> <li>Disrespect to any of the UAE political, religious or social icons / idols</li> <li>Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs</li> </ul>	<p><b>On Occurrence - BMC</b></p> <ul style="list-style-type: none"> <li>Student is asked to complete a NOYA cares sheet (<a href="#">see template, appendix 8</a>).</li> <li>Call the parent/s for an immediate meeting.</li> <li>The BMC shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</li> <li>Take all immediate actions including calling for help of relevant entities</li> <li>The student and parent/s shall bear all the responsibility, including financial cost, for any damages caused by the offence</li> </ul> <p>Communicate with ADEK for further actions including suspension from schools and enrolment in rehabilitation centres, etc.</p>

### High Performance Learning



	<p>or narcotic drugs and psychotropic substances</p> <ul style="list-style-type: none"> <li>• Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti-political or anti-social to the UAE</li> <li>• 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>• 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>• Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.</li> <li>• Theft and/or engaging in its cover-up.</li> <li>• Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).</li> </ul>	
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### High Performance Learning



	<p>Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the <i>ADEK School Cultural Consideration Policy</i>.</p> <p>12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).</p> <p>13) Trespassing on school premises after school hours.</p> <p>14) Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.</p> <p>15) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</p> <p>All incidents that can be categorised under any of the above as decided by the Behaviour Management Committee.</p>	
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### High Performance Learning



## **Banned Disciplinary Actions**

It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment.
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more school work.
- Mocking or insulting the learner in private or in public.
- Preventing the learner of using washroom facilities or consuming food.
- Loss of full breaktime/lunchtime.

## **Consequences/Sanctions include**

- Non-verbal Warning
- Verbal warning
- Mindful reflection / restorative meeting
- Communication with parents
- Individual Behaviour Report (Class Teacher, Homeroom/Form teacher, Phase Leads, Executive Leadership Team)
- Withdrawal from school-based or educational visits/activities
- Isolation – internal, external.

## **Monitoring Student Behaviour**

Behavioural incidents are logged on CPOMS. The teacher who witnessed the event or who the event was reported to must add it to CPOMS, including what category the incident is with additional details. Please see the '*How to...*' video which explains logging behavioural incidents on CPOMS. It is important that this record is kept up to date, so we have an accurate picture of any incidents that have taken place. Teachers are also expected to add actions when logging any incident and remember to assign to themselves, unless it is level 2 or above.

## **Anti-Bullying**

The school takes a zero-tolerance approach to all forms of bullying. Any student(s) who bully another student will be dealt with and will be made to apologise for their actions. (Refer to Anti Bullying Policy). In all cases learners will be asked to complete a NOYA Cares Statement (**see template appendix 8**)

## **Searching, Screening and Confiscation**

Where staff and/or students are at immediate risk, principals and staff delegated by the principal are authorised to search, screen, and/or confiscate a student's possessions if they have reasonable grounds or cause to suspect that the student may be in possession of an illicit item. Schools are also authorised to use metal detectors and mobile phone jammers, if required.

### Mobile Phones

Mobile phones **are strictly prohibited** on the school property during school time. Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school discipline (classified as a Level 2 violation). As a result, the following actions will be taken:

- The mobile phone will be confiscated and only returned directly to a parent
- The incident will be recorded on the student file
- A formal letter will be sent to the parent from the school
- Repeat violations will be escalated to a Level 3 violation and ultimately may result in a child being suspended or excluded from school

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the School Reception.

### Pupil with Special Education Needs (PoD)

Learners with special education needs are required to follow the same rules and conduct as other learners. However, any disciplinary action for a learner with special education needs must take into account the nature of the learner's special education need and the Individual Education Plan for that learner. Learners with special education needs must not be subject to more severe consequences than those imposed on the rest of the learners, for comparable violations.

The school behaviour management committee shall liaise with the Inclusion department at the school if any of the students categorised under the PoD violates the code of conduct. The Inclusion team shall advise the committee in case the violation is caused because of the students' specific needs and then decision is made in light of the following:

1. If the violation is not because of the student's specific needs, the below levels shall apply, similar to mainstream students;
2. If the violation is because of the specific need of the student, the following shall apply:  
Develop and implement an IBP as per the level and type of the violation;

### High Performance Learning



In case an IBSP is existing, the school shall revise and modify that plan in accordance to managing the new behaviour that led to the violation.

- If the behaviour continues, for those students who do the offences because of their specific needs, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

### **Behaviour Management Procedure: Chance – Choice – Consequence**

In line with Noya's commitment to restorative practice and consistent expectations, behaviour is managed using the **Chance – Choice – Consequence approach**:

#### **Chance (First Warning)**

- The teacher issues a verbal reminder, giving the pupil a clear opportunity to correct their behaviour.
- The student is reminded of the expected behaviour and the impact of their actions.
- Language used:  
"You have a chance now to turn this around and make a better choice."

#### **Choice (Second Warning)**

- If behaviour continues, the student is given a second warning, with a clear outline of the choice they must make and the consequence if behaviour does not improve.
- Language used:  
"You have a choice. If you continue, the next step is a reflection."

#### **Consequence (Reflection Room)**

- If inappropriate behaviour persists, the student is sent to the Reflection Room.
- The purpose is not punitive but restorative, giving the student time to reflect on their behaviour, identify its impact and plan how to re-engage positively with learning.
- A Reflection Sheet/NOYA Cares statement is completed. This is addressed with the leaders in the room and uploaded onto CPOMS.
- Follow-up may include a restorative conversation with the class teacher or phase leader.

### **Reflection Room Guidelines**

#### **High Performance Learning**



- Operated by a member of the Pastoral/Senior Leadership team
- Students stay for a designated period
- EYFS – KS1 – Students complete a short reflection moment within the classroom, supported by the homeroom teacher
- Reflection sheets/NOYA Cares statements are filed on CPOMS for monitoring
- Repeated entries will trigger further pastoral intervention or parent contact.

### **Disciplinary Actions as per ADEK Student Behaviour Policy:**

Schools shall ensure that their student behaviour policy outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process.

1. Schools are permitted to use any of the following disciplinary actions, provided they are proportionate, age-appropriate:
  - a. Discussion with the student and/or parents
  - b. Formal and recorded meetings with the student and/or parents
  - c. Verbal warning
  - d. Written warning to parents
  - e. Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension)
  - f. Loss of school privileges
  - g. Temporary or permanent confiscation of personal items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioral Management Committee
  - h. Supervised detention during break, lunch, and/or after school (with parental consent)
  - i. Supervised restorative community work
  - j. Temporary exclusion of the student from school premises (offsite suspension)
  - k. Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)

### **High Performance Learning**



2. Schools are forbidden to use any of the following methods as disciplinary actions:
  - a. Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort, however slight; in line with the ADEK School Student Protection Policy)
  - b. Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
  - c. Psychological punishment (e.g., verbal abuse, issuing threats)
  - d. Locking a student inside the school premises
  - e. Seizing the student's personal belongings without having a resolution by the Behavioral Management Committee
  - f. Lowering or threatening to lower the student's academic grade/score
  - g. Punishing a group for an individual's misconduct
  - h. Imposing additional schoolwork
  - i. Mocking, insulting, or demeaning the student in private or in public
  - j. Preventing the student from using washroom facilities or consuming water and food
  - k. Detention outside of official school hours without parental consent

#### **Isolation & Exclusion Policy as per ADEK student Behaviour policy.**

If a learner fails to improve their behaviour or commits one of the offenses listed above, they could face isolation, exclusion or permanent exclusion.

In such cases the Head of School is required to divulge the full investigation to the Principal, if they believe that an exclusion or isolation is required. All isolations, exclusions and permanent exclusions are at the Principal's discretion only and can only be actioned once the Principal gives approval. The Principal may be required to present information relating to the case to the ADEK and/or Aldar Academies Head Office for full review.

If the isolation or exclusion is approved then the Head of School will contact the parents of all learners and notify them of the exclusion. Upon their return to school, the behaviour of the learner is reviewed (either as a standalone incident or their full behaviour file) with the parent and the undertaking letter (**see template appendix 10**), outlining the reasons for the disciplinary, is signed by all parties (Head of School, Parents and Learner). This documentation is then stored in the learner's file and could be passed on to schools or colleges that they may attend in the future. If a parent refuses to sign the document, then this is written on the form but it is still stored in the learners' file.

#### **High Performance Learning**



If a learner is isolated, work is set for them to complete during their day in isolation. Any work that they do not complete is to be completed for homework. Teachers are responsible for marking this work. Learners are then able to return to their first lesson the day after their final isolation day.

If a learner is excluded, work is set for them to take home with them (or can be collected by parents in extreme circumstances) and must be completed at home. After the learner has completed their exclusion then the parents are invited into the school, along with their child, for a reintegration meeting. Once this is conducted and expectations have been reiterated on behaviours moving forward, the learner can return to their classes.

Any learner returning from exclusion will be placed on behaviour report , Secondary student returning from L2 will be placed on behaviour report (**see appendix 9**), which is monitored by the Phase Leader on a daily basis. The Phase Leader will contact the parents with updates on behaviour during the following weeks.

## High Performance Learning



## Serious Breaches of School Discipline

Serious breaches of school discipline will not be tolerated and serious incidents will be dealt with by the Executive Leadership Team in accordance with Aldar Education discipline procedures. Examples of serious breaches of school discipline could include:

- Fighting/assault
- Serious and persistent cases of bullying
- Serious and persistent disruption to learning
- Deliberately setting off the fire alarm causing mass evacuation of the building, disruption to teaching and learning and potential harm to students with physical disabilities
- Any incidents in line with Level 3 and 4 violations as per the ADEK Private Schools Policy Guidelines
- Incidents of repeated Level 2 violations within an academic year where the student shows no improvement
- Wilful and persistent refusal to follow the schools code of conduct
- Any incidents deemed to be serious by the Principal/CEO

In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision.

Alternatively, depending on the severity of the incident, he/she may be temporarily banned from attending school for a fixed time but not more than 5 days. ADEK must be notified of any serious incident and/or decision to suspend a student from school.

Following isolation, the student may be placed on Report Card and/or their return to normal schooling managed on a 'phased return' basis. In the case of fixed term exclusions, a managed return may include an Individual Behaviour Support Plan (IBSP) signed by the student and his/her parents.

In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by the \*\*\*\* Disciplinary Committee and parents may be asked to remove their child from the school permanently. Alternatively, the school will seek ADEK approval and support to permanently expel the child.

- Day 1 – Collect evidence and take statements (NOYA Cares Statement)
- Day 2 – Behaviour Committee etc (must have a HQ rep) goes over findings and checks all processes and possible interventions/support have been exhausted
- Day 3 – Outcome of committee communicated to Principal

## High Performance Learning



- Day 3 – Principal to gain support of Director of Education
- Day 3/4 – Directors then to communicate with CEO's office for approval
- Day 5 – Approval Granted – then communicated to ADEK for permission to remove place

## High Performance Learning



## Bus Behaviour Policy

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.

Inappropriate behaviour on the bus includes but is not restricted to:

- **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.
- Eating or drinking on the bus.
- Breaking the alarm systems for no required reason.
- Not respecting the personal space of others.

## Use of Digital Devices on school buses

- Digital devices are not permitted on the school bus.

## Parent Actions

- Parents will ensure that learners are prompt in getting onto the bus in the morning.
- 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)**.
- Parents will support school sanctions in relation to bus behaviour.
- Parents will communicate with BBT and school should there be concerns about the behaviour on the bus.

## High Performance Learning



## Bus sanction consequence ladder

**1<sup>st</sup> offence:** 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> offence:** Lunch reflection with SLT member (AP Pastoral), parents called by cluster lead, 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> offence:** 3-day ban, to be enforced by the Head of School phoning parents and issuing a Bus ban letter. Parents to be given 24 hours' notice to arrange alternative transport.

**4<sup>th</sup> offence:** One Week ban, to be enforced by the Head of School phoning parents and issuing a Bus ban letter. Parents to be given 24 hours' notice to arrange alternative transport.

**5<sup>th</sup> offence:** Half Term ban, to be enforced by the Head of School phoning parents and issuing a Bus ban letter. Parents to be given 24 hours' notice to arrange alternative transport.

## Record Keeping

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

## Behaviour, SEND, and Inclusion

### Inclusive Behaviour Management at Noya British School

At Noya British School, high standards of behaviour, respect, and personal responsibility are expected of all pupils. These expectations are applied consistently across the school and are underpinned by clear routines, positive relationships, and a strong culture of safeguarding and wellbeing.

Within this framework, the school recognises that some pupils have additional needs which may affect their ability to regulate emotions, communicate effectively, or respond to social situations. The behaviour policy therefore operates alongside the school's SEND and Inclusion provision to ensure that all pupils are supported to meet behavioural expectations in a fair and equitable manner.

Inclusive behaviour management does not mean lowering expectations. Rather, it means providing appropriate support, guidance, and reasonable adjustments to enable every pupil to succeed.

### High Performance Learning



## **Understanding SEND in Relation to Behaviour**

Pupils are identified as having Special Educational Needs and/or Disabilities (SEND) when they require additional or different provision in order to access learning and engage positively in school life.

The school recognises that behaviour may sometimes reflect underlying SEND-related needs, including social communication difficulties, sensory processing differences, emotional regulation challenges, or attachment-related experiences. In such cases, behaviour is understood within a wider developmental and safeguarding context.

Staff are trained to recognise these indicators and to respond in ways that are informed, professional, and consistent with the school's relational behaviour approach.

## **Identifying Behavioural Support Needs**

Noya British School uses a graduated and evidence-based approach to identifying pupils who require additional behavioural support.

This includes careful monitoring of behaviour patterns, learning progress, and emotional wellbeing through CPOMS records, pastoral reviews, pupil progress meetings, and inclusion documentation. Information shared by parents and, where appropriate, external professionals is also considered.

Through this process, leaders ensure that behaviour concerns are addressed early and that interventions are proportionate, appropriate, and tailored to individual circumstances.

## **Supporting Pupils with SEND within the Behaviour Framework**

Pupils with SEND are supported through personalised strategies that sit within the school's wider behaviour systems.

These may include individual behaviour plans, revised learning targets, structured routines, emotional regulation tools, visual supports, access to calm spaces, and targeted mentoring. Restorative and relational approaches are used to support reflection, accountability, and positive change.

Close collaboration between teachers, pastoral leaders, and the Inclusion Team ensures that strategies are implemented consistently and reviewed regularly.

## **High Performance Learning**



Where behaviour is linked to identified SEND, responses prioritise support, skill development, and self-regulation. However, pupils remain accountable for their actions, and expectations of respect, safety, and responsibility are maintained.

No pupil with SEND is subject to more severe sanctions than their peers for comparable behaviour.

### **Supporting Staff to Manage Behaviour Inclusively**

All staff are supported to implement inclusive behaviour management confidently and consistently.

Teachers are provided with relevant information through pupil profiles, inclusion registers, behaviour support plans, and regular professional meetings. Guidance is available from Inclusion and Pastoral Leads, and staff have access to coaching and targeted professional development.

Leaders monitor practice to ensure that behaviour systems are applied fairly and that reasonable adjustments are understood and implemented.

Staff are encouraged to reflect on practice, seek support when needed, and work collaboratively to achieve positive outcomes for pupils.

### **Working in Partnership with Parents**

Effective behaviour support relies on strong partnerships with parents and carers.

The school engages families early when concerns arise and works collaboratively to develop and review behaviour strategies. Regular communication, shared targets, and agreed approaches promote consistency between home and school.

Parents are recognised as key partners in supporting pupils' emotional wellbeing, resilience, and self-regulation.

### **English as an Additional Language (EAL) and Behaviour**

The school recognises that pupils learning English as an Additional Language may experience challenges related to communication, adjustment, and cultural transition, which can sometimes influence behaviour.

Such behaviours are considered within the context of language development and are not automatically treated as misconduct.

### **High Performance Learning**



Staff refer to the school's EAL Policy when assessing and supporting pupils. Where pupils have both EAL and SEND needs, coordinated support is provided to ensure inclusive and appropriate behaviour management.

### **Leadership Oversight and Accountability**

Senior leaders maintain oversight of behaviour and inclusion practices to ensure consistency, equity, and effectiveness.

Behaviour data, incident reports, and intervention outcomes are reviewed regularly to identify trends, evaluate impact, and inform improvement planning.

Where necessary, additional support plans, multi-agency involvement, or safeguarding procedures are implemented.

This oversight ensures that inclusive behaviour practice remains aligned with regulatory expectations and the school's commitment to high standards.

### **Commitment to Positive Behaviour and Inclusion**

Through this inclusive approach, Noya British School promotes a safe, respectful, and aspirational learning environment in which all pupils are supported to thrive.

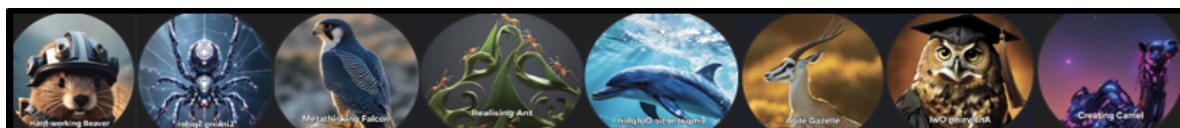
By combining clear expectations, personalised support, strong partnerships, and reflective practice, the school ensures that behaviour management contributes positively to student wellbeing, achievement, and personal development.

This approach reflects the school's commitment to safeguarding, inclusion, and excellence.

### **High Performance Learning**

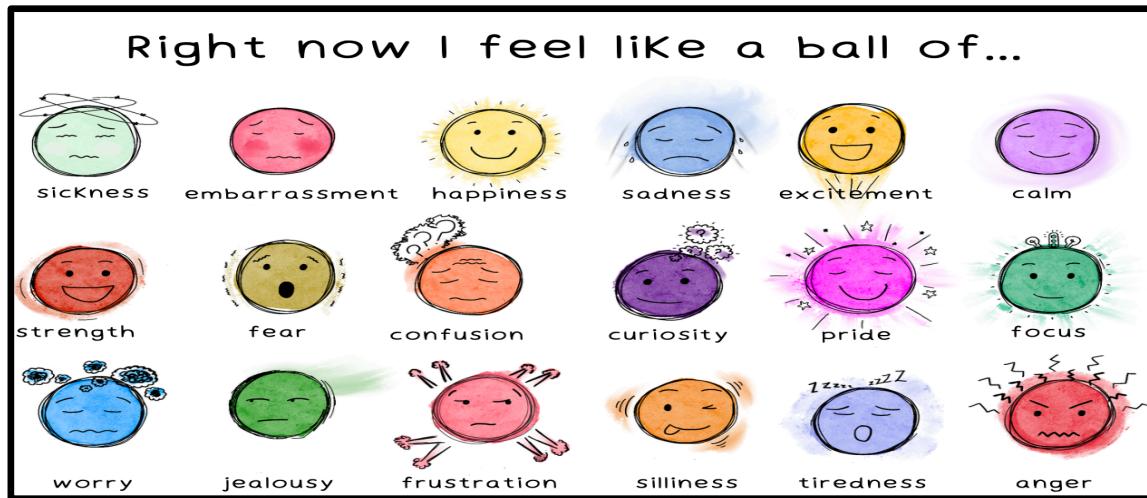


## High Performance Learning



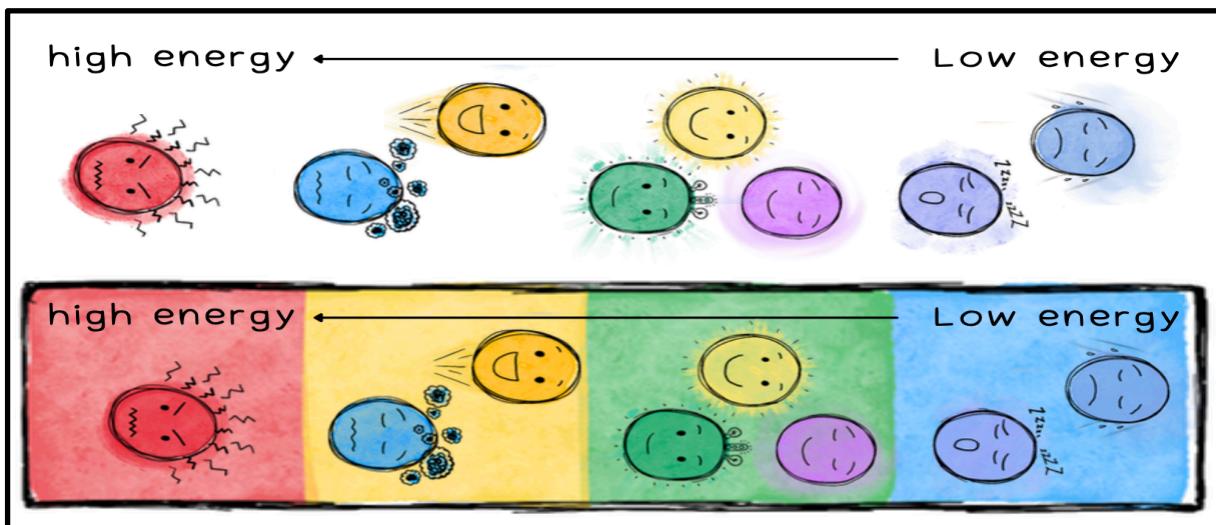
## Appendix 1

### Balls of emotion



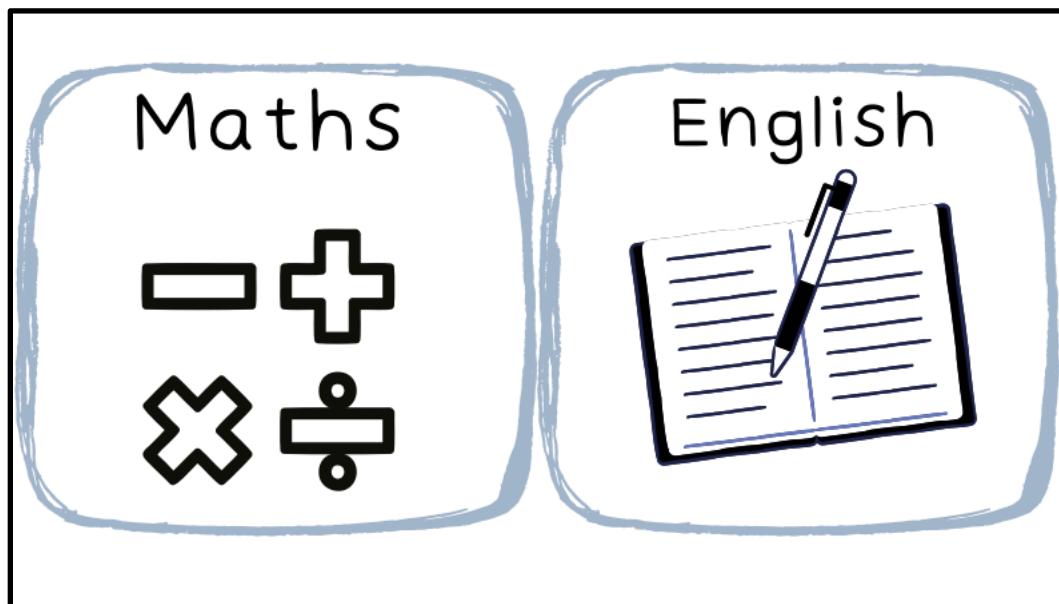
## Appendix 2

### Emotion check-in



## Appendix 3

### Example of visual timetable

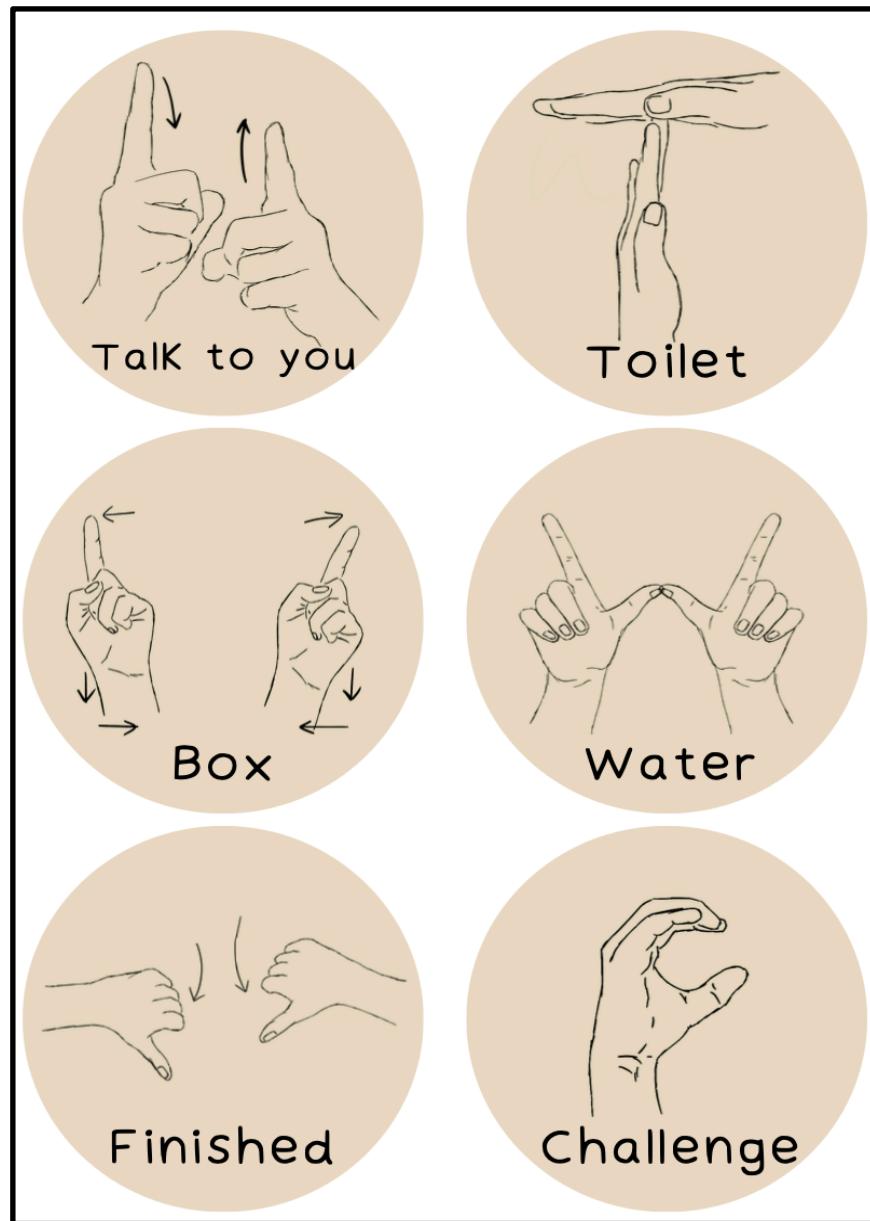


High Performance Learning



## Appendix 4

### Non-verbal signs



High Performance Learning



## Appendix 5

### Proud posts



High Performance Learning



## Appendix 6

### CALM Scripts

#### CALM SCRIPTS

C- Connect with the child

I care about you/ Let's get on the same team

A - Acknowledge the feeling

I can see/ I know/ I wonder if

L- Limit the behaviour

We can't/ I won't allow / We don't

M - Move forward

Why don't we../How about.../ Here are two options.../ I have a plan...

#### What it sounds like altogether...

Ginny, remember, I'm always fair and on everyone's team.

Maybe you're feeling a bit nervous about saying what really happened... I get that.

The problem is, telling the truth is how we trust each other. Covering up the truth is not OK because it hurts our trust.

It's OK if it's too hard to say it right now. Do you want to make it right on your own, or would you like my help?

#### High Performance Learning

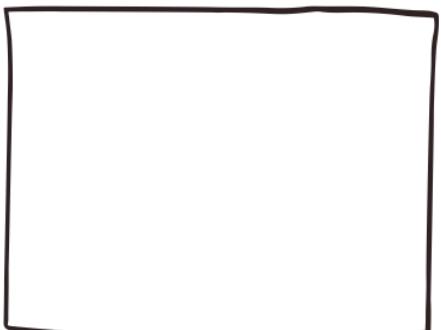


## Appendix 7

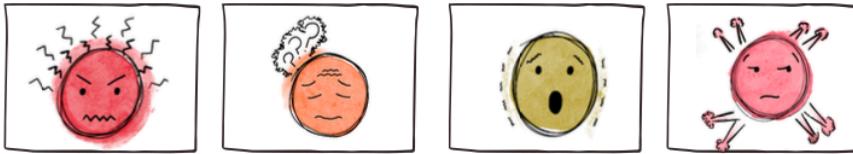
### Reflect and Reset

# Reflect and Reset

What happened?

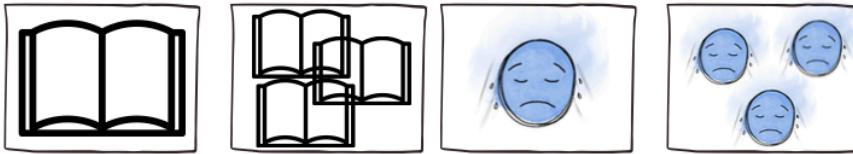


How were you feeling?



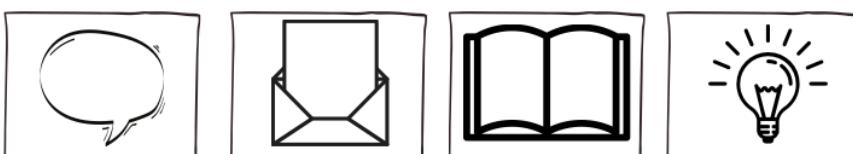
Angry      Confused      Scared      Frustrated

What was the impact of your choice?



I stopped myself from learning      I stopped others from learning      I feel sad      I have made others feel sad

What can you do to make it right?



Say Sorry      Write a sorry letter      Complete my work      I have an idea

### High Performance Learning



## Appendix 8

### NOYA Cares Student Statement

**NOYA SAFE SPACE !** Student Statement

If you feel worried, unsafe or something is upsetting you, you can use this form to ask for help. Your thoughts and feelings matter, we are here to listen and support you.

My Name	
My Class & Form	
Date	

**What happened ?**

Please tell us what happened. You can use your own words, you can draw pictures if you want.

**Where did it happen?**

**Who was involved?**

Write the names of people you want to tell us about. It is okay if you do not know.

**NOYA CARES !** Let's start with you...

A quick check-in to see how you're feeling today. Your thoughts and feelings matter, we are here to listen and support you.

**How do I feel now?**

Happy	Okay	Worried	Sad	Angry	Scared

**Do you want someone to help you?**

**Child Protection Team:**

Sarah Tolsey	Talha Obiort	Jahan Bogg
David Creagh	Saskia's Wallie	Zelina Younis
Michelle Crooks	Ruth Doherty	Monica Gomis
Naomi Hulme	Charlotte Herring	Mohamed Doushadi
Augusta Mirza	Livewhite Aarun	Lauren Penfold
Rebecca Brimble	Rebecca Brimble	
Melanie Doherty	Kristel Bourgeois	
Jack Stirling	Elaine Rivington	
	Sammy Bloor	
	Samantha Bloor	
	Samantha Bloor	
	Tolkaan Baloch	

**Child Protection Officer:** Tammy Ellimiah tellimiah@noya.sch.ae

**IMPORTANT!**

**Anything else you would like to share?**

.....

### High Performance Learning



## Appendix 9

### Secondary – 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.

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

Period	1	2	3	4	5	6	7	8
Session	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.

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

Period	1	2	3	4	5	6	7	8
Session	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.

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

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

Parent Signature: \_\_\_\_\_ Tutor Signature: \_\_\_\_\_

### High Performance Learning



## Appendix 10

### Written Warning Notification – Email Template

**Subject:** Noya British School Partnership for Student Success

**CC** direct line manager

Dear [Parent/Guardian Name],

We're reaching out regarding [Student Name] (eSIS #[Number], Year [Year], Class [Class]).

On [Date], an incident occurred that we'd like to discuss with you:

[Brief description of the incident and action taken]

At Noya British School, we believe in working collaboratively with families to support our students' growth and development. We see this as an opportunity to reinforce our shared values and expectations.

We'd appreciate your partnership in discussing this incident with [Student Name] and reinforcing our school's code of conduct. Our goal is to ensure a positive, respectful learning environment for all students.

If you have any questions or would like to discuss this further, please don't hesitate to contact us. We're here to support [Student Name]'s success and well-being.

Please respond to this email to confirm you have received and read this communication. Your acknowledgment is important to ensure we're working together effectively.

Thank you for your continued support and cooperation.

Sincerely,

[Staff Name] [Position]



Acknowledged by:

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

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 11

### Parent's Undertaking Letter

#### Noya British School Parent's Undertaking

I, the undersigned, (father/mother/guardian) of student \_\_\_\_\_, eSIS # \_\_\_\_\_, in year \_\_\_\_\_, class \_\_\_\_\_, hereby acknowledge and undertake the following:

1. I understand that my child is expected to adhere to Noya British School's code of conduct and all school rules within the school building and facilities.
2. I acknowledge that my child is responsible for keeping the school environment clean and safe.
3. I have been informed of the following incidents involving my child:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
4. I understand that these incidents are violations of the school's code of conduct.
5. I accept that if my child violates any of these rules in the future, they will be held accountable as detailed in the school's behaviour management policy.
6. I acknowledge that the school may implement appropriate consequences as outlined in the behaviour management policy.
7. I understand that while the school values parental cooperation, the implementation of the behaviour management policy is not contingent upon my agreement with individual decisions.
8. I recognize that this undertaking is issued to ensure a safe and productive learning environment for all students at Noya British School.



Parent's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Vice Principal's Approval and Signature: \_\_\_\_\_

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

## **Appendix 12**

### **Student's Undertaking**

I, the undersigned, ....., eSIS # ....., student in year ....., class ....., undertake that I shall adhere to the school's code of conduct inside the school, I will keep the school and its facilities safe and shall follow all school rules. In case of violation of any of the school rules, I shall be accountable for any consequences as per the school code of conduct. I confirm that I have been verbally notified against my unacceptable behavior/s which I summarize as follows:

1. .....
2. .....
3. .....
4. .....

**Student's name:** ..... **Signature:** .....

**Vice Principal's Approval and Signature:** ..... **Date:** .....

***The parent shall be sent a copy of this undertaking. The original copy shall be filed to student's eSIS file and school records. The counsellor/ social worker shall receive a copy of the same.***

This to confirm that the parent/s (Guardian/s) Mr./ Mrs. ..... Relation to the student ..... was contacted on cellphone number ..... By Ms./ Mr..... about the signed undertaking at ..... (am/ pm) on .....

### **Appendix 13**

#### **Temporary Suspension Decision**

Dear Mr./Mrs. ...., parent/ Guardian of student ....., eSIS # ..... , in year ....., class ....., please be informed that due to the repeated offences of the student and his negative response with all behavior modification support through the previous decisions taken as shown below:

1. ....
2. ....
3. ....

The Behavior Management Committee has decided in its meeting # ..... dated..... to temporary suspend the student who will undergo a behavior modification program from ..... to..... This decision was made because of the following reasons:

1. ....
2. ....
3. ....

**Parent name and Signature:** .....

**Acknowledgement of the student:** ..... (Name and Signature)

**Principal:** .....

**Date:** .....

#### **Appendix 14**

#### **Notification for Change of School Decision**

Dear Mr./Mrs. ...., parent/ Guardian of student ...., eSIS # ...., in year ...., class ...., please be informed that due to the repeated offences of the student and his negative response with all behaviour modification support through the previous actions taken as shown below:

1. ....
2. ....

The Behaviour Management Committee has decided in its meeting # ..... dated ..... to issue a Transfer Request to Abu Dhabi Department of Education and Knowledge (ADEK) and has obtained their approval.

You are kindly requested to provide us with the name of the replacement school within one week (7 calendar days) from date of receipt of this notification.

**Parent name and Signature:** .....

**Acknowledgement of the student:** ..... (*Name and Signature*)

**Principal:** .....

**Date:** .....

*CC. Abu Dhabi Department of Education and Knowledge- Licensing and Accreditation and Customer Service sections.* .....

#### **Appendix 15**

##### **Notification – Suspension Decision until the end of the Academic Year**

Dear Mr./Mrs. ...., parent/guardian of student ...., eSIS # ...., in year ...., class ...., please be informed that due to the repeated offences of the student and his negative response with all behavior modification support through the previous actions taken as shown below:

1. ....
2. ....
3. ....

**Appendix 15**  
**Notification of internal suspension**

**High Performance Learning**



Dear Mr./Mrs. \_\_\_\_\_,  
RE: Student Name: \_\_\_\_\_, eSIS #: \_\_\_\_\_, Year: \_\_\_\_\_, Class: \_\_\_\_\_

This letter is to inform you that the Behaviour Management Committee, in its meeting #\_\_\_\_\_ dated \_\_\_\_\_, has decided to implement a temporary suspension for the above-named student. This decision has been reached after careful consideration of the student's repeated behavioural concerns and the limited effectiveness of previous interventions, which include:

1. .....
2. .....
3. .....

The temporary suspension will be in effect from \_\_\_\_\_ to \_\_\_\_\_. During this period, the student will be required to participate in a structured behaviour modification program.

The reasons for this decision are as follows:

1. .....
2. .....
3. .....

During the suspension period, we will provide materials for continued academic progress. We also request your cooperation in reinforcing positive behaviours at home and supporting the goals of the behaviour modification program.

Upon return to school/class, we will work closely with you and your child to ensure a smooth transition and to implement strategies for sustained behavioural improvement.

If you have any questions or concerns, please don't hesitate to contact us. We remain committed to your child's educational and personal development.

Please sign below to acknowledge receipt of this notification.

Yours Sincerely,

Principal, Noya British School

High Performance Learning



Parent/Guardian Acknowledgement: Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Student Acknowledgement: Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

## **Appendix 16**

### **Bus Escalation Chart**

#### **Step 1**

Form Advisory teacher / class teacher to call home and discuss the first warning followed by sending Bus Letter Warning Letter 1 along with email below for **first** warning;

*Dear Parent*

*Your child has received a first bus warning for not following the school bus rules. The rules are in place to ensure all learners are transported to and from school safely. This is your child's first warning. Your child has had some time to reflect on their behaviour and the impact on their choices. Any further poor behaviour on the bus will result in further sanctions. Please ensure your child follows our bus rules.*

#### **Step 2**

For final warning, prior to bus ban. Telephone call by Senior Leadership Team member. Conversation below. Cluster Lead to keep a record of the date of this and inform the class teacher / advisory teacher.

*Dear Parent*

*Your child has received a second and final bus warning for not following the school bus rules. The rules are in place to ensure all learners are transported to and from school safely. Your child has had some time to reflect on their behaviour and the impact on their choices. Any further poor behaviour on the bus will result in a three-day bus ban. During the bus ban you will have to find alternative transport to and from school. Please ensure your child follows our bus rules.*

#### **Step 3**

SLT to speak to parents to enforce the bus ban.

Conversation below

Your child will be receiving a bus ban, for 3 days, for not following the school bus rules. The rules are in place to ensure all learners are transported to and from school safely. Your child has received two prior warnings. Any further poor behaviour on the bus will result in further sanctions. Please ensure your child follows our bus rules. The bus ban will be from (start date to end date)

#### **Step 4**

Head of School to meet with parents. 1 week ban.

Certain disciplinary action will be fast tracked by Head of School and Principal depending on the seriousness of the behaviour.

#### **Step 5**

Head of School to meet with parents. Half Term ban.

Certain disciplinary action will be fast tracked by Head of School and Principal depending on the seriousness of the behaviour.

### High Performance Learning

