GEMS
The British School
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GEMS TBS

Behavioural Policy

Student/ Parent Handbook.

Introduction:

Welcome to TBS, where we are committed to providing a safe and inclusive learning environment for every student. We believe that the key to fostering a positive educational experience lies in creating a culture of respect, responsibility, and accountability. Our Behaviour Policy outlines the expectations and standards of behaviour that all members of our school community must adhere to. By following this policy, we aim to create an atmosphere conducive to learning, personal growth, and overall well-being.

General Expectations:

At TBS, we expect all students to conduct themselves in a manner that upholds our core values of respect, integrity, and compassion. These values extend not only to interactions with fellow students but also to teachers, support staff, visitors, and the wider community. We promote an environment that embraces diversity and celebrates individual differences, fostering a sense of belonging and inclusivity for all.

The Role of Teachers and Staff:

Our dedicated team of teachers and staff members play a crucial role in maintaining high standards of behaviour throughout the school. They are committed to being positive role models, providing guidance, support, and effective instruction. It is our aim to empower students to make responsible choices and develop their social and emotional skills, enabling them to become proactive members of society.

Rewarding Positive Behaviour:

We recognise and celebrate the achievements and positive behaviour of our students through various reward systems. TBS acknowledges the importance of positive reinforcement

in encouraging students and strives to reinforce good behaviour through verbal praise, merit systems, certificates, and rewards. These rewards aim to motivate students to continue displaying respectful and responsible behaviour, inspiring others to follow suit.

Consequences for Inappropriate Behaviour:

While we believe in promoting positive behaviour, we also acknowledge that there may be instances where behaviour falls short of our expectations. In such cases, consequences are necessary to maintain a safe and orderly environment. The nature and severity of the inappropriate behaviour will determine the appropriate course of action. Our approach to consequences is designed to be fair, consistent, and proportionate to the offense, with the ultimate goal of helping students learn from their mistakes and make necessary changes. All policies are aligned with the guidelines and regulations set by the Egyptian ministry of Education.

Support and Intervention:

At TBS, we recognize that every student is unique, and some may require additional support and intervention to address behavioural challenges effectively. We are committed to identifying and addressing specific needs through a range of strategies, including mentoring, counseling, and referral to appropriate channels. Our pastoral care team works closely with students, parents, and external professionals to provide the necessary support and guidance required for personal and academic development.

Our Behaviour Policy strives to create a positive school culture that emphasizes respect, responsibility, and accountability. By adhering to these expectations, students will gain the necessary skills and values that will serve them well beyond their time at TBS. We value our partnership with parents and guardians in ensuring that all students can thrive in a safe and inclusive environment. Together, we can create a community where every individual is empowered to reach their full potential.

Rationale and Key Features of Promoting Positive Behaviour:

Good discipline is an essential prerequisite for good learning. No matter the extent or nature of indiscipline, it is a barrier to learning and teaching. At TBS, we believe that each child has a right to the best education, which can be provided through a partnership between school, parents, and the community. The TBS behaviour policy aims to provide teachers with the means and strategies to manage challenging behaviour in the classroom environment. We therefore aim, through strong, consistent, and fair management of student behaviour, to establish a happy, secure, and purposeful environment in which each child may develop his or her full potential. Providing this good learning environment is an important precondition for students achieving the highest possible levels of attainment. Every child is therefore asked to abide by the expectations of the school and parents are kept closely informed so that they can support this endeavour. This policy is based on promoting the use of praise and celebration of success, effort and is value driven.

Creating a positive atmosphere based on a sense of community and shared values.

- The use of consistent positive language and body language.
- Effective support and leadership from all school staff, setting consistent expectations and boundaries.
- Maintaining an appropriate and effectively delivered curricula for all students.
- Continuing the promotion of mutual respect, self-discipline, and social responsibility.
- Highlighting the fact that all young people have the right to expect that they can fulfil their ambition.
- The whole community at TBS has a responsibility to students to achieve their full potential.
- In addition, the policy is underpinned through our Jewels of Kindness:

Empathy	Helpfulness	Compassion	Respect

Aims

We aim to …

- Put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become something students aspire to.
- Avoid, where possible, giving attention to negative behaviour.
- Involve staff and students in determining school and classroom expectations.
- Empower all children with the knowledge that they each have a part to play in the life of the school.
- Secure the orderly atmosphere necessary for an effective teaching and learning environment.
- Foster a more positive attitude towards the learning habits of students by recognising and regularly rewarding good work, good attitudes, and behaviour.
- Encourage excellence in students' performance and behaviour by praising student achievement and attainment in every facet of school life.
- Give students a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- Encourage staff to adopt a consistent approach to classroom management.
- Involve parents in supporting the development of a whole school approach of promoting personal behaviour through parent meetings and telephone contact.
- Increase independence and self - discipline so that each child learns to accept responsibility for their own behaviour.
- Create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- We aim that teachers should consistently challenge poor behaviour and not condone it.

Importance of a Quality Learning Environment

Children are much more likely to behave well if school is a positive and worthwhile experience. At TBS, we will give the students the best education possible and make learning as engaging, interesting, and relevant as possible. The curriculum we provide will be diverse and culturally appropriate. We will provide a supportive, creative learning environment where students:

- Respect themselves.
- Respect their peers.
- Respect school staff.
- Respect their learning environment.
- Are keen to learn and willing to listen.
- Follow the rules and behave appropriately.
- Accept responsibility for their behaviour.
- Make the correct choices.

We will do our best to ensure that the quality of teaching and learning is of the highest standard. We will endeavour to ensure that:

- Students do not lose focus and are engaged with the task they are set.
- Teacher expectations are high with regards to behaviour and productivity.
- The curriculum is differentiated appropriately to take account of individual learning needs.
- Teachers make their teaching more accessible and motivating for children by considering the needs of students to offer varying methods for the students to engage.
- Students need to know where they are in their learning, where they need to go next and how to get there.
- ICT will be used effectively to support cross curricular teaching and learning.
- We will ensure that our systems are fair, manageable, and realistic. This means establishing groups, of such numbers, that allow for successful classroom management, considering

different ways of grouping where appropriate, valuing everyone's contribution and effort equally.

Code of Good Behaviour

To ensure that the correct social and learning environment is provided in school, it is essential that children understand and keep to the following codes of behaviour, all of which are of equal importance:

• To arrive punctually at times specified by the school, and to attend regularly. It puts your child at a disadvantage if he/she is late and disrupts the rest of the class.

• To work hard at what he or she is asked to always do and take pride in his/her own and others' achievements.

• To be sensitive and caring towards others.

• To respect and co-operate with every other member of the school.

• To respect school property and other children's work and belongings.

• To always be polite to all adults and not to answer back.

• To do as he or she is asked by members of staff.

• To ask staff for help rather than resort to physical or verbal violence.

• To take pride in their appearance and wear correct uniform.

• To move around the school in an orderly and safe manner.

• To be polite and helpful to all parents and visitors to the school.

There are a range of things that the school does to encourage and make explicit our expectations regarding behaviour. We hold assemblies at which we discuss and promote issues such as mutual respect, self- discipline, and consideration for all. We also discuss basic values such as honesty, fairness, and politeness in PSHE assemblies and lessons.

Staff continuously model expected and appropriate behaviour when they deal with conflict, frustration, and anger. There is explicit teaching of social skills through character-building programmes and acknowledgement of children seen using these skills. Staff meetings are used to share information and concerns regarding children with particular needs. Staff ensure that the physical environment and the planned curriculum meets the needs of the children and promotes opportunities for independent learning and decision making. opportunities for the use of music, brain breaks, relaxation techniques, which help the children to learn to control their actions/emotions. Classes abide by an agreed set of school rights and the class contract and routines are practiced and consistently maintained. A weekly assembly is used to identify children who have behaved appropriately or have tried particularly hard. Staff talk to children about acceptable use of ICT, including intentional or unintentional cyberbullying. Good behaviour is noticed and commented on, and privileges and tangible rewards are also used.

Celebrating and Rewarding Good Behaviour

- Rewards are more important than punishments in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff at TBS have agreed to:
- Recognise and highlight good behaviour on a regular basis.
- Ensure that children are praised consistently for positive behaviour.
- Explain and, more importantly, demonstrate the behaviour we wish to see. We recognise that our behaviour will influence the behaviour of the child; a successful teacher is a valuable role model.
- Emphasise positive expectations of the teacher in the classroom environment.
- Encourage students to be responsible for their own behaviour.
- Inform parents and carers about their children's good behaviour through emails or positive phone calls home.
- Reward individual children and groups for behaving well.
- Extensively use the House Points system to promote positive behaviour.

Academic and Behavioural Assistance and Intervention

At The British School, the teachers will perform a unified effort to help students progress academically and emotionally; we aim to provide students with the environment to surpass and exceed expectations. This is supported by our academic and behavioural assistance and intervention team.

Stopping Inappropriate Behaviour.

Occasionally, children may forget to follow the rules, but everyone at TBS has agreed to encourage students to follow the behaviour policy by:

- Calmly reminding students about our behaviour expectations.
- Noting and celebrating good behaviour, as it occurs, to reinforce expectations to all students.
- Dealing with inappropriate behaviour in accordance with agreed policy guidelines, ensuring all sanctions are commensurate with the infraction.
- Students will be made aware of the sanctions liable to come into effect should they demonstrate behaviour that is not deemed acceptable. Most cases of indiscipline will be dealt with without the need for formal sanctions but will be applied with consistency and mutual respect and empathy. There is an increasing scale of sanctions available to the school.

  <u>Sanctions may include:</u>
- A quiet word from the teacher in private.
- Adapting the seating plan to encourage classroom decorum.
- Stop and Think issued in line with appropriate sanction.
- Reporting back to the classroom at break/dinner time for some self-reflection time.
- Loss of privileges, such as representing the school team.

- Daily or Weekly Report.
- Involvement of senior management.
- Payment for deliberately damaged possessions or school property.

Parents will always become involved at an early stage if there are concerns about their child's behaviour.

In extreme and very rare circumstances the school, in accordance with the Ministry of Education may:

- Temporarily exclude a child
- Consider permanent exclusion from school.

Exclusion will only ever be considered after all other possible avenues have been explored or in the event of a serious incident.

Partnerships

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone. The parent – school relationship is key, and schools can consolidate this partnership by:

- Ensuring that parents have extensive information on the school's curriculum, plus regular progress reports. We will communicate with parents whether their child's academic endeavours are successful or unsuccessful.
- TBS accepts that children who present challenging behaviour do so for various reasons. The British School will address these issues through a joint working approach including the involvement of the school's social consultant.

Some possible strategies to achieve positive behaviour are:

- Appropriate and relevant support for all as discussed with staff/SENCo/Social Consultant and Senior Leadership team.
- Use of curricular flexibility and differentiation as appropriate.
- The development of School Rewards and Sanctions Policies which are clearly communicated to all students and parents.
- Professional Development for staff in dealing with challenging behaviour.
- Mentoring programme for the older students to model the expected behaviour at The British School.
- Regular appointments between the pastoral team and students.
- Student Council/ Junior Leadership.
- Tutorial system.
- After School Activities.
- Involvement of parents through positive telephone calls home and face to face meetings.
- Certificates to recognise student effort and achievement.
- House System – points etc.
- Pride in the Environment. i.e., showcasing student's own work.

The Role of Parents and Carers

- The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these.
- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school.
- Inform the school of any medical or social circumstance that might affect the behaviour of their child.

- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- Inform the school of any concerns about their own child's behaviour.
- Keep in touch with their child's teacher so that their child's interests can be discussed whenever necessary.
- Support and co-operate with the school in implementing the behaviour policy.
- Respect the staff of the school and valuing their professional opinions.
- Promote positive attitudes towards school.
- Provide a good example of behaviour.

If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the tutor then the head of year... If not resolved they can involve the head of primary/secondary school.

Procedures for Dealing with Major Breaches of Discipline

The school will not tolerate inappropriate behaviour, for example:

- Bullying and Cyber-bullying (See Anti Bullying Guidelines)
- Name Calling, swearing or inappropriate language.
- Fighting and playfighting.
- Racism, sexism, or prejudice.
- Spitting
- Vandalism
- Stealing
- Truancy
- Possession of items that could be utilized as a weapon.

Parents will be contacted and asked to come and meet with the teacher /head of school/Principal. If the problem is severe or recurring, then the Ministry of Education procedures will come into operation.

Behaviour Management and Lines of Procedure

Sanctions in Secondary school

Sanctions are applied where the code of conduct is broken. Sanctions are applied incrementally but are also dependent on which rules have not been followed. ***Unacceptable behaviour at any time will be dealt with by staff, recorded using phoenix classroom or behaviour tracking sheets, and appropriate consequences applied to the student***. Teachers are to record all behavioural issues and lines of procedure on phoenix classroom before we move to the next level. This recording must include the infraction level, a description of the behavioural issue, the action taken and the teacher's initials.

The following aspects of behaviour are not acceptable. They are divided from B1, low-level poor behaviour to B4, serious incidents.

B1 Low-level Behaviour	• Low-level chatting. • Calling out in lessons. • Inappropriate language (including not speaking in English where applicable) • Failure to complete classwork. • Failure to bring equipment. • No homework submitted – one incident. • Reluctance to follow instructions. Lateness to lessons (occasional) • Use of a phone
B2 A single more disruptive incident or	• Rudeness to another person. • Arguing with another person. • Failure to follow a teacher's instruction. • Failure to attend teacher detention. • Low-level persistent disruption in class. • Poor behaviour outside classroom.

persistent B1 behaviours	• Minor damage to school property e.g. Graffiti. • Persistent lateness to lessons. • Failure to complete homework consistently. • Inappropriate language • persistent B1 behaviours
B3 A single serious incident or persistent B2 behaviours	• Verbal abuse to staff. • Verbal bullying of another student. • Physical bullying of another student. • Incidents of fighting. • Defiance of teacher instructions. • Damage to property or building. • Persistent truancy from lessons. • Smoking on school premises. • Persistent B2 behaviours.
B4 A single serious incident or persistent B3 behaviours	• Being in possession of an offensive weapon. • Theft. • Possession or Supplying drugs. • Serious and ongoing bullying. • Serious assault on a student. • Assaulting a member of staff. • Seriously threatening behaviour to a member of staff or student. • Extremely serious damage of school property or building. • Sexual or indecent assault. • Persistent B3 behaviours.

Whenever practicable, the pupil should

■ Have a clear understanding of the mistake they have made

■ Reduce the impact of their mistake. (e.g. An apology, completing work to a higher standard)

■ Have an opportunity to reflect on their mistake and consider a better response in the future.

If a level of consequence is applied without a tangible improvement in behaviour, the school has the right to move to the next level of sanctions as per the policy.

1. Lateness

School gates open at 7:30 a.m. Morning Line up and tutor time are scheduled from 7:30 a.m. till 7:55 a.m.

All students are required to be present during morning lines and tutor time for registration and checking in with their form tutor.

Behaviour	Level	Action	By
One- two times lateness for the tutor time, the beginning of the first lesson and for some lessons.	B1	Verbal warning and restorative talk. Apology letter addressed to period 1/ subject teacher.	Tutor/Subject teacher
Lateness for 2-3 times.	B2	• Not allowed in period 1 • Lunch detention/ Behaviour reflection sheet filled by the student. • Observing the student's lateness and absenteeism pattern • Mailing or calling the parents.	Tutor
Lateness for 4-5 times.		• Not allowed in period 1 • Lunch detention • Following up on the student's lateness and absenteeism pattern. • Contacting the parents. (Parent meeting) • Tutor punctuality report. • Referring to social consultant.	
Lateness more than 5 times.	B3	• Not allowed in period 1 • After School detention	HOY/ Social Consultant

		• Following up on the student's lateness and absenteeism pattern • Deducting behaviour marks. (Up to 15%) • Contacting the parents. (Parent meeting) • Following up with the social consultant, parents will sign a declaration after which students will be sent home and not allowed to attend the school day.	
Persistent lateness with no improvement	B4	• Referring the matter to the safeguarding team according to the report prepared by the social specialist to take the necessary actions. • Assistant head punctuality report. • Deducting behaviour marks. (Up to 20%) • Students will be sent home and not allowed to attend the school day. • Final warning and informing the parents before suspension for a period up to 5 days.	Assistant head Pastoral care. Head of Secondary School

2. Absence

Students are encouraged not to miss any school days as this will impact their learning. In cases of emergency/ sickness, parents need to contact the front desk and the form tutor to inform them of the reasons for absence. In case of medical issues, the school doctor needs to be informed, and a copy of the medical report is to be mailed to the school.

For unexcused absence, the following actions will take place:

Behaviour	Level	Action	By
Absence without an acceptable reason 2-4 times per month).	B1	• One to one talk with the student. • Counting the days of absence. • Informing the parent about the absenteeism and its length through email/call.	Tutor

Absence without an acceptable reason (up to five times per month).	B2	• Arrange a parent phone call/meeting. • Tutor attendance report. • Behaviour reflection sheet filled by the student. • Referring the case to the social specialist to investigate it and propose an action plan. • Issuing a written declaration to be signed by the parent and the student	Tutor/ Social Consultant
Absence without an acceptable reason (up to seven times per month).	B3	• Referring the student to the safeguarding team according to the report prepared by the social specialist to take the following measures: • HOY attendance Report • First warning to the student about suspension and informing the parent. • Second warning to the student about suspension and informing the parent.	HOY/ Social Consultant
Continuous absence with no improvement	B4	• Referring the case to the safeguarding team according to the report prepared by the social specialist to take the necessary actions. • Asst. head report. • Final warning and informing the parents before suspension for a period up to 7 days.	Safeguarding team/ Assistant head Pastoral care Head of Secondary School

3. Student's dereliction in academic work.

Behaviour	Level	Action	By
The student does not do the requested homework, does not bring the needed books and tools for the activities once.	B1	• Guidance and advice from the teacher. • Initial warning • Grade deduction • 15 minutes lunch detention	Subject teacher

Incident repeated 2 or 3 times.	B2	• Restorative talk. • Second warning. • Behaviour reflection sheet filled by the student. • Grade deduction • Investigating the dimensions of the problem and trying to pinpoint the reasons behind the issue. • Tutor Report • Lunch detention to complete missing work. • Follow up chart in the subject notebook.	Subject teacher/ Tutor

Incident repeated 4-6 times.	B3	• Arrange a parent phone call/meeting. • Referring the case to the social specialist to investigate it and propose an action plan. • Issuing a written declaration to be signed by the parent and the student. • HOY/ HOD Report • Temporary ban from the school activities • internal isolation to complete missing work.	Subject teacher/ Tutor /HOD (if one subject) or HOY (if across subjects)
Incident repeated > 6 times.	B4	• Grade deduction. • After School detention to complete missing work. • Asst. head report. • Deducting assignment marks and behaviour marks according to the decision of the teacher with guidance from the social specialist's and the psychologist's report.	Assistant head Pastoral/ Assistant head Curriculum

4. Incorrect uniform.

According to the uniform policy, the following rules must be always followed:

- Proper formal uniform should be clean and ironed.

- PE kit only in PE days (during PE days, students are allowed to wear plain black jogging pants or leggings alongside the PE T-shirt, no patterns or transparent fabric
- Black shoes
- No hair dyes, nail polish nor makeup are allowed.
- No piercings or tattoos (one pair of small stud earring for girls)
- No hoodies.
- No hats or ice caps.

Behaviour	Level	Action	By
The student does not abide by the correct uniform.	B1	• Will not be allowed into class. • Parents are called to bring the correct uniform. • Initial warning • Guidance and advice from the teacher.	Teacher/Tutor.
Incident repeated 2 or 3 times.	B2	• Restorative talk. • Second warning. • Parents are called to bring the correct uniform. • Behaviour reflection sheet filled by the student. • Investigating the dimensions of the problem and trying to pinpoint the reasons behind the issue. • Student not allowed to PE classes. • Lunch detention. • Tutor Report	Tutor
Incident repeated 4-6 times.	B3	• Arrange a parent phone call/meeting. • HOY Report. • Referring the case to the social specialist to study it and propose an action plan. • Issuing a written declaration on the parent and the student. • Temporary ban from the school activities • internal isolation. • Referring the cases to the safeguarding team to take the necessary measures.	HOY Social Consultant
Incident repeated > 6 times.	B4	• After School detention. • Asst. head report.	Safeguarding committee/

		• Follow up with social consultant/ Safeguarding committee. • Warning the student that he will be suspended and informing the parent. • Suspending the student for a period up to 3 days.	Assistant head Pastoral. Head of Secondary School

5. Skipping Class

If a student is not attending his timetabled classes without informing his subject teacher or having a hall pass.

Behaviour	Level	Action	By
First incident	B1	• Initial warning • Lunch detention • Letter sent home. • Inform the safeguarding team.	Teacher/Tutor.
Incident repeated 2-3 times	B2	• Restorative talk. • Second warning. • Behaviour reflection sheet filled by the student. • Call home/ letter to parents. • Investigating the dimensions of the problem and trying to pinpoint the reasons behind the issue happening repeatedly. • Lunch detention and behaviour reflection. • Tutor Report • Involving the student in community work.	Tutor/ HOD
Incident repeated 4-5 times.	B3	• Arrange a parent phone call/meeting. • HOY Report. • Referring the case to the social specialist to study it and propose an action plan. • Issuing a written declaration to be signed by the parent and the student. • Temporary ban from the school activities • internal isolation. • Decreasing the behaviour marks (up to 15% deduction)	HOY/ Social Consultant

Recurrent with no tangible improvement.	B4	• Following up with the safeguarding team according to the report prepared by the social specialist to take the following actions: ○ Third warning to the student. ○ Asst. head report. ○ Decreasing the behaviour mark of the student (up to 20% deduction) ○ Suspending the student for no more than 15 days.	Safeguarding committee/ Assistant head Pastoral. / Head of Secondary school.

6. Device Usage

Students are allowed to bring their laptops or iPads to be used in classes upon teacher request and according to the "BYOD" Policy. Students are not allowed to use mobile phones while on campus and may be asked to hand in their phones in the morning. Any violations of the device usage policy may lead to confiscation of the devices.

Behaviour	Level	Action	By
First incident	B1	• Initial warning/ Restorative talk • Device confiscation for the day.	Teacher/Tutor.
Second incident	B2	• Second warning • Behaviour reflection sheet filled by the student. • Device confiscation for the day, to be handed to parents. • Lunch detention. • Parents informed via email/ call.	Tutor
Third incident	B3	• Third warning • Device confiscation till the next day and to be handed to parents. • Student will participate in extra hours of community Service • Lunch detention. • Parents informed and asked to sign the relevant form.	HOY
Fourth incident	B4	• Device confiscation for three days and to be handed to parents. • After school detention.	Assistant head Pastoral/ Head

		• Parents informed. • Student enrolled in an "E-safety online course" • Written declaration through the social consultant.	of Secondary school.

7.Violent Behavior Against Other Students

If a student is showing aggressive behaviour with his colleagues including verbal or physical violence, bullying, cyber bullying, teasing, or ganging up against each other.

No tolerance for racism or stereotyping. It will be dealt with firmly by the school.

N.B. All physical acts of violence (pushing, hitting, kicking, slapping, head locking, etc…) are classified as major behavioural incidents.

Behaviour	Level	Action	By
First incident (Minor)	B1	• Initial warning • Lunch detention • Letter sent home/ parents meeting depending on the severity of the incident. • Inform the safeguarding team.	Teacher/Tutor.
Minor incident repeated 2-3 times	B2	• Restorative talk. • Second warning. • Safeguarding report. • Call home/ letter to parents. / Parents meeting. • Behaviour reflection sheet filled by the student. • Investigating the dimensions of the problem and trying to pinpoint the reasons behind the issue happening repeatedly. • Lunch detention and behaviour reflection. • Tutor Report • Involving the student in community work.	Tutor
Major incident or minor	B3	• Arrange a parent phone call/meeting. • HOY Report.	HOY/

incident repeated 4-5 times.		• Referring the case to the social specialist to study it and propose an action plan. • Issuing a written declaration to be signed by the parent and the student. • Temporary ban from the school activities • internal isolation. • Decreasing the behaviour marks of the student (up to 15% deduction)	Social Consultant
Major incident/ Recurrent B2-B3 incidents with no tangible improvement.	B4	• Following up with the safeguarding team according to the report prepared by the social specialist to take the following measures: • Third warning to the student. • Decreasing the behaviour mark of the student (up to 20% deduction) • Asst. head report. • Referring to the committee of school safety to study the case with possible suspension for a period up to 15 days. • Referring to the sub-committee in the educational administration to take the necessary measures.	Safeguarding committee/ Assistant head Pastoral/ Head of Secondary School/ School Principal.

8.Theft, Stealing Others Property, Possession of Prohibited Items, Self-Harm (Smoking- Drinking Alcohol- Tattooing- Carrying Or Taking Drugs, Etc.)

School staff can search a student for any item if the student agrees. Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree. The Headteacher and staff authorised by them have statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have prohibited or stolen item.

If the following items are found, they must be given to the Headteacher or Deputy Headteacher and the police will be contacted to collect the item and if necessary, arrest the student:

- Knifes
- Guns, genuine or imitation
- Any object thought to be a weapon.

- Illegal substances of any class
- Stolen items (unless they are stolen in school and the decision is made to return them to their owner and the school follows its own disciplinary procedures)
- Inappropriate images.

If the following items are found, a member of the Senior Leadership team should be consulted in order to arrange for their disposal.

- Alcohol
- Cigarettes, tobacco, and
- Vapes.
- Fireworks or laser pens.
- Other substances which are not believed to be controlled drugs.

A student possesses a stolen or a prohibited item. (B3)	B3	• Arrange a parent phone call/meeting. • HOY Report. • Referring the case to the social specialist to study it and propose an action plan. • Issuing a written declaration to be signed by the parent and the student. • Temporary ban from the school activities • internal isolation. • Decreasing the behaviour marks of the student (15%) • School may suspend the student for a duration based on the severity of the incident.	HOY/ Social Consultant/ Assistant head Pastoral
A student possesses a stolen or a prohibited item. (B4)	B4	• Following up with the safeguarding team according to the report prepared by the social specialist to take the following measures: • Decreasing the behaviour mark of the student (20%.) • Asst. head report. • Reporting to authorities. • Suspending the student for no more than 15 days. • The school will use exclusion (fixed term or permanent) if a student has seriously broken school rules.	Safeguarding committee/ Head of Secondary School/ School Principal.

9. Misbehaviour, Disrespect, Moral Depravity or Violence Towards Colleagues or School Staff

If a student refuses to follow instructions, uses a rude tone, gestures, or argues in an unacceptable manner, swears, or puts themselves, the member of staff or students in danger.

First incident	B1	• Initial warning • Lunch detention • Letter sent home. • Inform the safeguarding team.	Teacher/Tutor.
Incident repeated 2-3 times	B2	• Restorative talk. • Second warning. • Behaviour reflection sheet filled by the student. • Call home/ letter to parents/ Parents meeting • Investigating the dimensions of the problem and trying to pinpoint the reasons behind the issue happening repeatedly. • Lunch detention and behaviour reflection. • Tutor Report • Involving the student in community work.	Teacher/Tutor
Major incident or minor incident repeated 4-5 times.	B3	• Third warning. • Arrange a parent phone call/meeting. • HOY Report. • Referring the case to the social specialist to study it and propose an action plan. • Issuing a written declaration to be signed by the parent and the student. • Temporary ban from the school activities • internal isolation. • Decreasing the behaviour mark of the student (up to 15% deduction)	HOY/ Social Consultant
Major incident or multiple minor incidents - with no improvement	B4	• Final warning and contacting parents. (meeting) • After school detention. • Asst. Head Report.	Safeguarding committee/ Assistant head Pastoral/ Head of Secondary

		• Following up with the safeguarding team according to the report prepared by the social specialist to take the following measures: • Decreasing the behaviour mark of the student (up to 20% deduction) • Suspending the student up to 15 days. • Referring to the sub-committee in the educational administration to take the necessary measures. • Taking all the necessary law procedures against the student who initiated the violation.	school/ School Principal.

9. Vandalism and Damaging the School's Property

Acts of vandalism include but are not restricted to littering, Graffiti, wasting resources, … etc.

Major incidents (B3 or B4) include deliberate destruction, carelessly handling the school's resources, writing on school walls, tearing away displays, breaking windows, chairs or doors, misusing the learning tools like iPads, desktops and laptops, etc.

If resources are deliberately damaged, a letter will be sent home asking the parents to pay for the damaged item (for example, a student breaks a locker lock or sprays graffiti on a wall)

Behaviour	Level	Action	By
First incident	B1	• Initial warning • Lunch detention • Student to fix the damage. • Letter sent home. • Inform safeguarding team.	Teacher/Tutor.
Minor incident repeated 2-3 times	B2	• Restorative talk. • Second warning. • Behaviour reflection sheet filled by the student. • Student to fix the damage. • Call home/ letter to parents.	Tutor

		• Investigating the dimensions of the problem and trying to pinpoint the reasons behind the issue happening repeatedly. • Lunch detention and behaviour reflection. • Tutor Report	

A minor incident repeated 4-5 times or a major incident.	B3	• Arrange a parent phone call/meeting. • HOY Report. • Referring the case to the social specialist to study it and propose an action plan. • Issuing a written declaration to be signed by the parent and the student. • Involving the students in some activities that will help amend his/her behaviour. • Temporary ban from the school activities • internal isolation.	HOY/ Social Consultant
A minor incident repeated > 5 times or a major incident.	B4	• Referring the cases to the safeguarding team to take the necessary measures. • Warning the student that he will be suspended and informing the parent. • Asst. head report. • Involving the students in some activities that will help amend his/her behaviour. • Suspending the student for up to 7 days.	Safeguarding committee/ Assistant head Pastoral/ Head of Secondary school/ School Principal.

10. Prejudice to the national sovereignty

If a student shows any behaviour or action that is disrespectful or involves incitement against the country.

First incident	B3	• Arrange a parent phone call/meeting. • HOY Report. • Referring the case to the social specialist to study it and propose an action plan. • Issuing a written declaration to be signed by the parent and the student.	HOY/ Social Consultant

		• Involving the student in the related activities to encourage citizenship. • internal isolation.	
Second incident	B4	• Following up with the safeguarding team according to the report prepared by the social specialist to take the following measures: • Second warning to the student. • Asst. head report. • Reporting to authorities. • After School detention. • Referring to the committee of school safety to study the case with possible suspension for a period that is no longer than 15 days.	Safeguarding committee/ Assistant head Pastoral. / Head of Secondary school.

For Staff- Monitoring and Evaluation

Note: Reflect on the following questions.

- Is the policy achieving its targets?
- Are there obstacles which only demonstrate themselves in practice?
- Are staff members modelling the school values?
- Do staff show respect for each other?
- Do all staff demonstrate respect for the students?
- Does everyone show respect for visitors?
- Student, parent and staff survey.

<u>This policy runs in conjunction with:</u>

- Anti-bullying guidelines
- Cyber-bullying
- E-safety
- The Ministry of Education Guidelines For Penalties And Rewards.
- Guidelines to support positive behaviour.
- Guidelines on sanctions and procedures.
- Jewels of Kindness
- Safeguarding
- Learning and teaching

This policy will be evaluated for its effectiveness on an annual basis.