



Behaviour Policy

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Rationale

Emirates International School Meadows (EISM) is committed to creating a safe, respectful and inclusive environment where exemplary behaviour supports effective teaching and learning. All members of our community are expected to uphold high standards of personal conduct, take responsibility for their choices and support others to do the same.

Our approach to behaviour is underpinned by the EISM Values of **Belong, Adapt and Aspire**, which align with and reinforce the IB Learner Profile attributes. These values establish a consistent, whole-school language and shared expectations for behaviour, encouraging students to demonstrate respect, inclusion and responsibility; respond positively to challenge and change; and strive for personal growth and excellence. Positive behaviours are explicitly taught, modelled, recognised and celebrated, ensuring that our values are lived by every student and adult, every day.

EISM Core Values

At EISM, our behaviour for learning culture is anchored in our three core values: Belong, Adapt and Aspire. Students and adults demonstrate Belong through inclusion, respect and responsibility; Adapt through reflection, resilience and constructive responses to change; and Aspire through ambition, effort and continuous improvement. These values provide the shared language for teaching, modelling, recognising and restoring positive behaviour across the school.

EISM principles: Our behaviour expectations are guided by Belong, Adapt and Aspire, aligned with the IB Learner Profile and explicitly taught, modelled and celebrated every day.

Aim of the behaviour policy

- Provide a safe, caring and inclusive environment in which optimal learning can take place.
- Establish clear and consistent expectations for behaviour across the school community.
- Promote a calm, consistent and restorative approach to behaviour.
- Ensure all adults take responsibility for addressing and following up behaviour appropriately.
- Establish consistent language that promotes positive choices and reinforces the EISM Core Values.
- Prioritise restorative approaches that enable students to reflect, repair relationships and make better choices.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Help students understand that behaviour does not define the individual: students can reflect on their choices, repair harm and make positive changes.
- Support students to recognise and understand their emotions and develop appropriate self-regulation strategies, including the use of the Zones of Regulation in Primary School.
- Develop students' understanding of appropriate behaviour and their responsibility to themselves and others.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.
- Ensure all students are safe.

All staff must:

- Take time to welcome students at the start of the day both on corridors and in classrooms.
- Be at the door of their teaching rooms at the beginning and end of each lesson to meet and greet/say goodbye to all students.
- Ensure transitions and corridors are tranquil and reinforce positive behaviour.
- Never walk past or ignore students who are failing to meet expectations.
- Redirect students by referring to Belong, Adapt and Aspire and, where appropriate, the IB Learner Profile attributes.
- Staff to adopt the ***“my classroom, my responsibility, my consistency”*** approach at all times.

The Principal and Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/emails and certificates/stickers (age-appropriate).
- Ensure staff training needs are identified and targeted.
- Use behaviour and Approaches to Learning data to target and assess interventions.

- Support teachers in managing students with more complex or challenging behaviours.

Members of staff who positively manage behaviour will:

- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all students.
- Relentlessly work to build mutual respect.
- Remain calm and respond to challenging behaviour with a measured, professional tone.
- Demonstrate unconditional care and compassion.

Students want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.

Behaviour for Learning – Recognition and Rewards

Primary School

All class and specialist teachers are expected to use the systems below consistently to ensure that positive contributions are recognised. It is imperative that students are celebrated not only for meeting expectations, but especially for going above and beyond in their conduct, learning, and demonstration of the Learner Profile.

Positive awards are given in the form of:

- Meadows Merits linked to House Points system
- Learner Profile and ATL skills Certificates
- End of Unit Student Recognition
- Class Reward

Meadows Merits

The Meadows Merit system is linked directly to House Points and the IB Learner Profile. Students earn "punches" on their Meadows Merit card for going above and beyond, with EY–Y1 students being awarded every 10 punches. Certificates will be presented when a student reaches 25 points and again when they complete a full card. Learner Profile points are also recorded in house tables, allowing the whole class and houses to celebrate collective progress.

Learner Profile and ATL Skills Certificates

Certificates will be awarded during year group assemblies to celebrate students who demonstrate the IB Learner Profile attributes and Approaches to Learning (ATL) skills. These certificates recognise effort, growth, and positive contributions both inside and outside the classroom.

End of Unit Student Recognition

At the conclusion of each Unit of Inquiry, students will be recognised in a special assembly. Awards include Star of the Unit as well as recognition in specialist subjects, celebrating effort, achievement, and commitment across the whole unit.

Class award

Each class will work together towards a collective reward through a jar collection system. Teachers are expected to maintain a class jar where students can earn tokens/marbles for positive behaviour, teamwork, and meeting expectations. Once the class has reached the agreed goal, they will celebrate with a class reward that recognises their joint effort and collaboration.

High School

Positive behaviour is recognised daily through awards and acknowledgement linked to Belong, Adapt and Aspire and the IB Learner Profile:

- House Points (Whole School)
- Certificates (Whole School)
- Student of the Week (Whole School)

Public recognition is given for positive conduct, while reminders and corrections are delivered privately to

maintain dignity and respect.

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our Leadership Team has set out the rules, consistent routines and visible expectations that all students and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Students are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

We also understand that, for some students, meeting our behaviour expectations can be challenging because of their individual needs. In these cases, these children will either have a bespoke Individual Educational Plan (IEP) which may include rewards to reinforce positive behaviour or a Personalised Behaviour Record to help them achieve and make steps towards positive behaviour.

Behaviour for Learning in Action

Stepped boundaries

Stepped Boundaries - Gentle approach, use student's name, go to student level, maintain eye contact, deliver message	
REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that at EISM we Belong, Adapt, Aspire. You now have the chance to make a better choice. You now have the chance to adapt and make a better choice Thank you for listening Example – 'I notice that you're running. You are not showing a sense of belonging to our school rules. Please walk. Thank you for listening.'
WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You will need to reflect on this behaviour at... If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not beginning your work. We want you to be more aspirational about your learning. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you showed motivation by starting straight away and completing your task? That is the behaviour I need to see today. Thank you for listening.'
REFLECTION	I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)

	I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are not showing a sense of belonging to others and need to adapt your language. You have now chosen to go and sit in the quiet area. I will come and speak with you in two minutes. Thank you for listening.' *Do not describe student's behaviour to other adults in front of the student – if required state the issue then continue to deal with the matter calmly using the correct language/tone and manner*
FOLLOW UP – REPAIR & RESTORE Log on Behaviour Incident Form & contact home Log Behaviour following behaviour ladder	What happened? (Neutral, dispassionate language.) 1. What were you feeling at the time? 2. What have you felt since? 3. How did this make people feel? 4. Who has been affected? What should we do to put things right? How can we do things differently?
Remember- it is not the severity of the sanction; what is most important is that follow up takes place.	

Linked Policies (summary – High School)

Mobile Phones: Mobile phones and similar devices must not be seen or used during the school day unless a member of staff gives explicit permission. Devices will be managed in line with the Mobile Phone Policy. Persistent refusal to comply should be assessed against the High School Levels of Consequence, taking account of context and proportionality.

Punctuality: Students must arrive on time to school and every lesson. Repeated lateness is addressed through the Punctuality Policy and High School Levels of Consequence. Persistent refusal to follow reasonable instructions may be escalated following review of the circumstances.

Sanctions

Sanctions should:

- Make clear how the behaviour affected others and the school community, while preserving the student's dignity.
- Never apply to a whole group for the activities of individuals.
- Apply consequences consistently and proportionately, taking account of context and individual needs.
- Sanctions should be in line with the appropriate stage on the Primary School Behaviour Ladder (Appendix C)/ High School Levels of Consequence (Appendix F).
- In High School, persistent refusal to follow a reasonable instruction or a published school policy may be considered for escalation under the Levels of Consequence. The response must take account of context, proportionality and any relevant support needs.

Consequences must be proportionate to the behaviour and its impact.
Address the behaviour rather than labelling or shaming the student.

Escalation of Exclusions

Internal exclusion provides a structured opportunity for reflection, learning and restoration. Any proposal to escalate to external suspension must be considered individually, taking account of severity, safety, context, previous interventions, individual needs and the applicable school and regulatory requirements; escalation is not automatic.

In High School, Level 3 may include Year Leader detention/reflection; Levels 4–5 may include immediate removal from the situation, internal suspension or authorised external suspension, as set out in Appendix F. Consequences are not automatic and must take account of individual circumstances.

Adult Strategies to Develop Excellent Behaviour

- **IDENTIFY** the behaviour we expect.
- Explicitly **TEACH** behaviour.
- **MODEL** the behaviour we are expecting.
- **PRACTISE** behaviour.
- **NOTICE** excellent behaviour.
- **CREATE** conditions for excellent behaviour.

Language used around behaviour

Primary School

The Zones of Regulation programme is used to support students in recognising their emotions and promote positive wellbeing and behaviours. The school believes in a restorative and values-driven approach to behaviour. This approach means every student is provided with an opportunity to pause and reflect on their behaviour and its impact. To support this every classroom displays The Zones of Regulation and children are supported in using these when reflecting on their behaviour and how they are feeling.

At EISM, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as “the student is being rude”, “the student is just a naughty child” are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the student. The class/subject teacher should conduct conversations around behaviour in the first instance; all incidents at Levels 4 and 5 should be logged on a Behaviour Incident Form by the staff member responsible, in accordance with Appendix C.

High School

Levels 1–5 must be recorded on M SCHOOL by the teacher. Level 3 requires parent contact and Level 4–5 require immediate parent contact (telephone call and follow-up email), in accordance with Appendix F. Complete additional incident and safeguarding documentation where required by school procedures.

Where a reflection is required, staff should direct the student to the [EISM Meadows Reflection Form](#), review the response with the student and agree actions to repair harm and prevent recurrence. The form is a reflective support, not a substitute for M SCHOOL logging, parent contact or incident/safeguarding reporting.

Appendix F contains the High School Levels of Consequence. The reflection form supports follow-up and does not replace the M SCHOOL record or any required incident report.

Extreme behaviours

Behaviour may communicate an unmet need, distress or difficulty with self-regulation. Staff should seek to understand the context, maintain safety, de-escalate where appropriate and work with pastoral and inclusion colleagues to agree support. This does not remove accountability for harmful behaviour.

Serious incidents must be recorded on the appropriate incident form and shared promptly with relevant pastoral, safeguarding and leadership staff, with agreed actions and follow-up documented.

Physical and emotional harm

EISM takes a firm approach to behaviour that causes, or has the potential to cause, physical or emotional harm. All incidents are taken seriously and responded to in a manner that prioritises the safety and wellbeing of students while providing appropriate opportunities for reflection, restoration and learning.

Primary School

The Primary Behaviour Ladder (Appendix C) provides a consistent framework for responding to behaviour and is differentiated to reflect the developmental needs of EY1–Year 1 and Years 2–6.

Incidents requiring medical attention will be fully recorded and investigated using a Serious Incident Report (SIR), as outlined in Appendix B. Behaviour incidents that do not require medical attention will be recorded using a Behaviour Incident Form. When determining the appropriate response to a serious incident, the school will consider both the incident itself and the student’s wider behavioural history. This includes the

nature and severity of the behaviour, the impact on others, the circumstances and intent, whether the behaviour is out of character for the student, and whether it forms part of a repeated or escalating pattern.

Following this review, a proportionate and appropriate response will be determined, which may include a breaktime reflection, internal reflection or external suspension. Serious incidents may warrant an immediate higher-level response, regardless of previous behavioural history. Where appropriate, the student's age, individual needs and any existing support or intervention plans will also be taken into consideration. The purpose of any consequence is to support the student in reflecting on their choices, understanding the impact of their behaviour, repairing harm where appropriate and making positive choices moving forward, while maintaining the safety and wellbeing of the wider school community.

High School

In High School, behaviour causing significant emotional harm or distress may be classified as Level 4 or Level 5, according to the published Levels of Consequence. Examples include targeted intimidation, harassment, discriminatory behaviour and threats. The classification must reflect the nature, severity, context and impact of the incident.

Incidents will be investigated carefully, taking into consideration the nature, intent, context, impact and frequency of the behaviour. Appropriate consequences and restorative actions will then be applied in line with the Levels of Consequence and, where required, in consultation with the School Principal.

For Level 4 or 5 incidents, the Principal and High School leadership will determine a proportionate response based on severity, risk, context, previous incidents, support needs and applicable requirements. Responses may include internal exclusion, external suspension or further formal action. Repeated incidents may lead to escalation, but no automatic sequence or permanent-exclusion outcome is implied; families will be informed and relevant procedures followed.

Exclusions from Lessons

Suspension may be considered for serious incidents or persistent behaviour where other interventions have not secured improvement, subject to the Principal's decision, the school's procedures and applicable requirements. Decisions must consider safeguarding, student wellbeing, individual needs and continuity of learning.

- The student needs time to reflect on persistent behaviours that have not improved following appropriate support and intervention.
- Physical or emotional harm to others.

The school will explain decisions and next steps to parents, arrange meetings as appropriate and comply with applicable KHDA requirements and school procedures.

Application

This policy applies to the whole school community. Consistent application requires shared expectations alongside proportionate, individualised responses.

Reasonable adjustments and personalised support may be needed for students of determination and in contexts such as swimming, Science and PHE. Safety, inclusion and accountability remain central to every decision.

Behaviour data will be reviewed regularly by pastoral and senior leaders to identify patterns, repeated incidents, disproportionality and the effectiveness of interventions. Where patterns indicate an unmet learning, wellbeing, inclusion or safeguarding need, appropriate support will be considered alongside any consequence. The policy and associated behaviour systems will be reviewed periodically to ensure consistent implementation across Primary and High School.

Monitoring and review

The school may respond to behaviour that occurs on school transport, educational visits, school-organised activities or while a student is representing EISM. Behaviour outside school may also be addressed where it has a clear impact on the safety, wellbeing or orderly operation of the school community, including relevant online behaviour. Any response will be proportionate, consider the circumstances and individual needs, and follow applicable school and regulatory requirements.

Behaviour beyond the school site

Behaviour that may indicate a safeguarding concern, including bullying, discriminatory behaviour, sexual harassment, sexual violence, harmful sexual behaviour or other child-on-child abuse, must be managed in accordance with the Safeguarding and Child Protection Policy. Behaviour procedures must never replace a safeguarding response. Staff must report safeguarding concerns promptly to the Designated Safeguarding Lead (DSL) and record them through the school's safeguarding procedures.

Links to other policies

More Able and G&T

Admissions

Learning & Teaching

Inclusion

Mobile Phone (HS)

Punctuality (HS)

Assessment

Behaviour Incident Form (NOT requiring medical attention)

Form completed by		Date	
Position		Time	
Date(s) and time the incident started / occurred		Location(s) of incident	
Child/ren's Names (specify if alleged perpetrator or victim)			Any other staff involved
Any additional impacts on others (consider children and staff)			

Section 2a – Behaviour Incident Type (Primary Staff Only) – please tick the appropriate boxes below			
Unsafe Behaviour (L4)		Fighting (L5)	
Unexpected words – Not swearing (L4)		Swearing (L5)	
Unkind hands or feet where the incident is more significant or repeated (L4)		Damage to property (L5)	
Refusal (L4)		Physical aggression (L5)	
Leaving a classroom without permission (L4)		Serious disruption (L5)	
Bullying (L5)		Absconding (L5)	
Discriminatory Language (L5)		Other (please state below):	

Smoking/Vaping on site (L5)		Fighting/Physical aggression (L5)	
Being in possession of cigarette/vape (L5)		Disrespectful/abusive language (L5)	
Accessing incorrect washroom (L3)		Damage to school/student property/environment (L5)	
Refusal (L4)		Disrespectful words (L4)	
Leaving a classroom without permission (L4)		Serious disruption (L4)	
Academic misconduct (L4)		Absconding (L5)	
Racial/cultural intolerance causing distress (L4)		Other (please state below):	

What happened? Write factually.

How did the staff intervene? How did the child/ren respond? Was the situation resolved? List any actions taken.

Reflection and Review.

How will a repeat of the situation be avoided, where possible?

How will any outstanding issues be monitored?

Section 4:

What de-escalation strategies/techniques were used? – Please tick all that are appropriate.

Compromise		Planned ignoring		Time out directed	
Distraction		Zones of regulation		Consequences	
Defusing		Time out offer		Change of face	
Appropriate Humour		Change of location		Removal of audience	
Adult's Proximity to the child (proximity control)		Disengagement – e.g. guiding child away from the environment		Movement break/sensory circuit/heavy work	
Verbal advice/support		Change of task		Rule reminders	
Other (please state below)		Choices			

Section 5: Checklist

Please tick all that are applicable

I have informed the Homeroom teacher(s)		I have referred as a child protection issue	
I have informed the Form tutor(s)		I believe this matter to be closed	
I have informed my Line Manager/HOY		I believe further interventions are required	
I have informed the Head of Pastoral			
I have informed parents (please state how: email / phone call)		I have attached all relevant information / statements etc	
Please sign to confirm all statements above: (multiple signings are fine if required)			

Head of Pastoral use only

Date Form Received		Signed	
Escalated? (to Head of School/ Principal)		Filed (include date)	
Any Further Notes			

Appendix B – Serious Incident Form

Person Completing the Report		Position	
Date of Incident		Time of Incident	

Location of Incident		Contact Number	
Details of the person(s) involved in the incident			
Person(s) injured	Year Group/ Class	Written statement made (if yes, attach statement)	
		Yes / No	
		Yes / No	
		Yes / No	
Person(s) who caused the incident	Year Group/ Class	Written statement made (if yes, attach statement)	
		Yes / No	
		Yes / No	
		Yes / No	
Witnesses (if applicable)	Year Group/ Class	Written statement made (if yes, attach statement)	
		Yes / No	
		Yes / No	
		Yes / No	
Factual Description of the event <i>(continue on page 3 if required)</i> (how did it arise / what were the circumstances)			
Was the injured person(s) referred to the School Nurse / Doctor?		Yes / No	
Have the parents of the affected been informed?		Yes / No	
If Yes, please state who has been contacted.			
Has the Homeroom teacher been informed?		Yes / No	
Has any member of PLT been informed?		Yes / No	
If No, please state any other member(s) of staff who is aware.			
I confirm all of the above to be an accurate account of the event. Signed:			

To be completed by the School Nurse / Doctor (separate sheet to be completed for each injured person)				
Name:			Date	
Position:			Time	
Contact Number:				
Details of Injury				
Details of treatment provided (if applicable)				
Type of Treatment (if applicable)				
Ambulance called	Collected and referred to hospital	Collected to be taken home	First Aid applied	Rest
Have the parents of the affected been informed?			Yes / No	
Have the parents received a DHA referral form? (if Yes, please ensure a copy is attached)			Yes / No	
Was the injured person an employee?			Yes / No	
If yes: Name of employee			Did it prevent them from working?	Yes / No

<i>I confirm all of the above to be an accurate account of the event. Signed:</i>	
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Further Investigation (if required)			
Name		Date:	
Position		Signed	
Details of further investigation			
Students spoken with	Name and class	Account (Attach statement if required)	
	Name and class	Account (Attach statement if required)	
Staff spoken with	Name and position	Account (Attach statement if required)	
	Name and position	Account (Attach statement if required)	
All information to be handed to the Head of School to be signed:		Signed:	Date:

Appendix C – PS Behaviour Ladder

 LEVEL 1 Low-Level / Isolated Behaviour	 LEVEL 2 Continued or Repeated Behaviour	 LEVEL 3 Medium-Level Behaviour	 LEVEL 4 High-Level Behaviour	 LEVEL 5 Very High-Level Behaviour
 Behaviour Isolated or Unexpected Behaviour	 Behaviour Continued or Repeated Behaviour	 Behaviour - Unkind words – deliberately mean/hurtful comments - Unkind hands or feet – e.g. pushing, shoving, tripping or similar physical behaviour that does not amount to serious physical aggression/fighting - Repeated disrespectful behaviour - Persistent L1/L2 behaviours despite intervention	 Behaviour - Unsafe behaviour - Unexpected/inappropriate words – not swearing - Unkind hands or feet where the incident is more significant or repeated - Refusal - Leaving a classroom without permission - Persistent/repeated L3 behaviour	 Behaviour - Fighting - Physical aggression - Swearing - Damage to property - Serious disruption - Absconding - Bullying - Discriminatory language/behaviour - Smoking/Vaping on site and/or being in possession of cigarette/vape - Defiance
 Possible/Probable Consequences - Reminder given to the student about behaviour - Student encouraged to make a positive change - Give alternative behaviour strategies to support regulation and positive choices	 Possible/Probable Consequences - Second reminder given to the student - Student encouraged to make a positive change - Give alternative behaviour strategies to support regulation and positive choices - Time out/Reflection given in class - Time out/Reflection at break	 Possible/Probable Consequences - Student removed from the situation where appropriate - Reflection time at break or during lesson time - Year Leader involvement where appropriate - Restorative conversation/action where appropriate	 Possible/Probable Consequences - Inform Year Leader/Pastoral as appropriate - Student removed from the situation where necessary - Reflection - Appropriate consequence - Possible internal reflection/isolation depending on context and history	 Possible/Probable Consequences - Immediate referral to PLT Link - Student removed from the situation - Reflection/internal isolation as appropriate - Possible/probable exclusion depending on severity, context and behaviour history
 Adult Responsible - Teacher/staff member who witnessed or dealt with the behaviour - Teacher on duty	 Adult Responsible - Teacher/staff member who witnessed or dealt with the behaviour - Teacher on duty	 Adult Responsible - Teacher/staff member who witnessed or dealt with the incident - Teacher on duty - Year Leader	 Adult Responsible - Teacher/staff member - Year Leader - PLT Link informed	 Adult Responsible - Teacher/staff member - Year Leader - Head of Pastoral - Relevant Leadership - Head of School where required
 Required Actions - No behaviour form required - Inform parents where appropriate (Toddle record)	 Required Actions - No behaviour form required - Possible phone call/email/Toddle message home	 Required Actions - No behaviour form required - Parent contact via phone call before home time - Behaviour monitored; repeated/persistent incidents may result in escalation	 Required Actions - Behaviour Incident Form (BIF) completed - Parent contacted - Relevant Year Leader/PLT Link - Previous behaviour/history considered when determining consequence	 Required Actions - Parent contacted - BIF completed where medical attention is not required - SIF completed where medical attention is required - Previous incidents/behaviour history reviewed - Appropriate sanction determined by Pastoral/Leadership


INCIDENTS MUST BE RECORDED ON TODDLE, WITH THE APPROPRIATE FORM COMPLETED DEPENDING ON THE LEVEL OF THE INCIDENT.


BELONG
We include and value each other


ADAPT
We grow through change


ASPIRE
We aim higher

Guidance: The Behaviour Ladder provides guidance when responding to incidents. The nature and severity of the incident, the student's age and individual needs, the context in which the behaviour occurred, and any relevant behaviour history will be considered when determining the appropriate response and consequence. Repeated behaviours may result in escalation to a higher level.

Form guidance: L1–L3 do not require a behaviour form. For L4 and L5 incidents, complete the Behaviour Incident Form where medical attention is not required. Complete the Serious Incident Form where medical attention is required.

Appendix D

Restorative Questions Crib

This is to be used by all staff when discussing any behaviour incident with a student.

Restorative Questions

1. What happened?
2. What were you thinking at the time of the event?
3. How are you feeling?
4. What made you decide that action?
5. Which zone were you in?
6. What have you thought about since?
7. Who has been affected by what has happened?
8. How have they been affected?
9. What do you think now about your actions?
10. What needs to be done right now?
11. How can we/you do things differently in the future?
12. Which zone are you in now?

Appendix E

In Primary, rewards are tailored to the age and stage of our learners and are designed to recognise positive behaviour, effort, achievement and contribution to the school community. Our approach is rooted in the EISM Core Values, IB Learner Profile and Approaches to Learning (ATL), with particular emphasis placed on recognising students who go above and beyond expectations.

Positive behaviour and achievement are recognised through a range of age-appropriate rewards, including:

- Meadows Merits, with certificates awarded when students reach the identified milestones for their year group.
- Weekly Awards, recognising students for their learning, effort, ATL skills and demonstration of the IB Learner Profile.
- Unit Awards, celebrating achievement and positive contributions across each unit of learning.
- House Points, awarded for demonstrating the EISM Core Values, positive behaviour and contributions to the wider school community.

Rewards should be used consistently by class and specialist teachers to ensure students are regularly recognised and celebrated for their positive choices, effort and achievements.

The specific rewards, certificates and milestones for EY, Year 1 and Years 2–6 are outlined in the Primary Rewards and Awards table.

PRIMARY REWARDS AND AWARDS Celebrating effort, progress and positive choices.			
Year Group	Reward System	Weekly Certificate	Unit Awards
EY 	• Meadows merit displayed on the wall. • Certificate after 10 merits	• Awarded in assembly 1 per a class • Awarded during Reading lesson	• Awarded at the end of each unit, 2 per a class
Year 1 	• Punch card Meadows Merits • Certificate after 25 punches	• Awarded in assembly 1 per a class • Awarded during 'We Love Reading Thursday'	During Assembly • No ATL or IB Learner for this assembly • Awarded at the end of each unit, 2 per a class • Arabic and Islamic Awards Awarded in class • Art, Drama, PE, Music, EAL, French
Year 2 - 6 	• Punch card Meadows Merits • Certificate after 25 and 50 Merits	• Awarded in assembly 1 per a class • Awarded during 'We Love Reading Thursday'	During Assembly • No ATL or IB Learner for this assembly • Awarded at the end of each unit, 1 per a class • Arabic and Islamic Awards Awarded in class • Art, Drama, PE, Music, EAL, French
BELONG We include and value each other ADAPT We grow through change ASPIRE We aim higher			

Appendix F – High School Levels of Consequence

This appendix applies to High School only. All sanctions must be recorded on M SCHOOL.

A safe, positive and respectful learning environment for all.

This guide supports consistent responses to behaviour across the High School.

All sanctions must be recorded on M SCHOOL.

LEVEL 1 Low-Level / Isolated Behaviour	LEVEL 2 Repeated Low-Level Behaviour	LEVEL 3 Persistent Behaviour	LEVEL 4 Serious Misconduct	LEVEL 5 Severe / Critical Misconduct
Examples - Calling out - Talking when the teacher is speaking - Off-task behaviour - Distracting others - Not having correct equipment - Minor inappropriate language - Minor uniform issue - Phone/device visible or inappropriate use - Eating in an inappropriate area - Late to lesson - Minor corridor/break behaviour - Minor unsafe behaviour	Examples - Repeated Level 1 behaviour - Continued talking after a warning - Repeated off-task behaviour - Repeated lateness - Repeated phone/device concerns - Repeated uniform infringements - Not following instructions - Repeated minor disrespect - Repeated failure to complete work - Repeated disruption to learning - Repeated corridor/break behaviour	Examples - Persistent Level 2 behaviour - Repeated defiance - Refusal to follow instructions - Significant disruption - Inappropriate language - Targeted unkindness - Truancy from a lesson - Persistent lateness - Refusal to surrender a phone/device - Unsafe behaviour - Damage to property (minor – may be treated as Level 3) - Repeated refusal to engage with learning - Escalating peer conflict	Examples - Direct refusal to follow staff instructions - Repeated defiance - Serious disrespect to staff or students - Abusive language - Leaving a lesson without permission - Deliberate truancy - Serious misuse of technology (e.g. recording/photographing) - Serious intimidation or harassment - Serious academic misconduct - Deliberate damage to property - Behaviour creating a significant health and safety concern	Examples - Fighting or physical aggression - Serious threat of violence - Smoking/vaping - Possession/use of a vape or cigarette - Serious prohibited substance incident - Severe verbal abuse - Serious discriminatory behaviour - Serious or sustained bullying - Serious cyberbullying - Theft - Serious vandalism - Leaving school site without permission - Behaviour placing others at risk - Serious safeguarding concern
Sanction - Teacher warning - Opportunity to correct behaviour	Sanction - Break or lunch reflection - Parent contact (where behaviour is repeated)	Sanction - Year Leader detention/reflection - Parent contact - Additional support (e.g. report card/behaviour plan where needed)	Sanction - Immediate removal from situation - Internal suspension (in isolated room with Year Leader or another Year Leader) - External suspension (where authorised)	Sanction - Immediate removal from situation - Internal suspension (in isolated room with Year Leader or another Year Leader) - External suspension (where authorised) - Further disciplinary action as per school policy
Recorded On Must be logged on M SCHOOL by the teacher.	Recorded On Must be logged on M SCHOOL by the teacher.	Recorded On Must be logged on M SCHOOL by the teacher.	Recorded On Must be logged on M SCHOOL.	Recorded On Must be logged on M SCHOOL.
Adults Involved - Classroom Teacher - Duty Teacher - Year Leader (monitoring)	Adults Involved - Classroom Teacher - Duty Teacher - Subject Leader (if needed) - Year Leader	Adults Involved - Teacher - Subject Leader (if relevant) - Year Leader	Adults Involved - Teacher - Year Leader - Head of Pastoral (Richard) - Head of School/Principal (where required)	Adults Involved - Teacher - Year Leader - Head of Pastoral (Richard) - Head of School/Principal - DSL (where safeguarding)
Parent Communication Not normally required (unless a pattern develops).	Parent Communication Parent informed where behaviour is repeated or a pattern is evident.	Parent Communication Parent must be informed.	Parent Communication Parent must be contacted (telephone call and follow-up email).	Parent Communication Parent must be contacted immediately (telephone call and follow-up email).
Aim Redirect and prevent escalation.	Aim Reinforce expectations and prevent repetition.	Aim Stop the behaviour, reflect and secure improvement.	Aim Establish accountability, apply consequence and prevent recurrence.	Aim Protect, intervene and prevent recurrence.



ALL SANCTIONS MUST BE RECORDED ON M SCHOOL

This ensures a full record of behaviour, identifies patterns and supports consistent and fair responses.



KEY PRINCIPLES

- Behaviour does not have to progress sequentially. Serious incidents can be assigned directly to the appropriate level.
- Consider the context, frequency, impact and previous behaviour.
- Be consistent, fair and proportionate.
- Always follow safeguarding procedures where required.
- Work restoratively to support positive behaviour and reintegration.



OUR COMMITMENT

Clear expectations.
Consistent responses.
A supportive community.



BELONG

We include and value each other



ADAPT

We grow through change



ASPIRE

We aim higher