



NOYA
BRITISH SCHOOL

Behaviour for Learning Policy & Procedure

Policy:	Behaviour for Learning
Date Created	Aug 2024
Date of Review	June 2025
Person Responsible	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.

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.

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.

All 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.

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

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

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.



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

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 align our positive recognition system with the 6 C's of future skills to reinforce the competencies essential for our students' success in the 21st century. Our staff actively look for opportunities to acknowledge and celebrate students demonstrating these skills:



1. **Courage:** Recognising students who step out of their comfort zone, take on challenges, and show resilience in the face of setbacks.
2. **Curiosity:** Celebrating those who ask insightful questions, show enthusiasm for learning, and explore new ideas and perspectives.
3. **Collaboration:** Acknowledging effective teamwork, active listening, and constructive contributions to group projects.
4. **Creativity:** Praising innovative ideas, original solutions, and artistic expression across all subject areas.
5. **Communication:** Recognising clear, effective, and respectful communication in various contexts, including written, verbal, and digital formats.
6. **Critical Thinking:** Acknowledging analytical reasoning, problem-solving skills, and the ability to evaluate information from multiple sources.

Staff use verbal praise, positive notes, and our house point system to recognise students exemplifying these skills. By linking our recognition practices to the 6 C's, 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 where courage, curiosity, collaboration, creativity, communication, and critical thinking are key to thriving.

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.")

House Points:

We have developed a school-wide system for acknowledging and celebrating student achievements through our digital platform, Class Dojo. This system is intricately linked to our 6 C's of future skills: Courage, Curiosity, Collaboration, Creativity, Communication, and Critical Thinking, 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 Class Dojo, focusing on recognising individual strengths, improvements, and demonstrations of the 6 C's. 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 to develop and demonstrate the 6 C's, 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.

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 half-term, 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

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)



Behavioural Management Committee

We have established a Behavioural Management Committee consisting of:

- The Principal
- 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.



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 categorize 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

Our approach to misconduct follows a staged process:

Violation Level	Examples of misbehaviour	Consequences
<p>Level 1 (simple risk)</p> <p>Behaviour that causes disruption of teaching and learning or is low risk (any other category)</p>	<p>Behaviours may include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Tardiness/lateness ▪ Unexplained absences ▪ Incorrect school uniform ▪ Not bringing the necessary books, equipment, etc. ▪ Disruptive classroom and/or school behaviour ▪ Breaking classroom rules 	<p>First Occurrence – Verbal warning by the class teacher</p> <p>Teacher speaks to child about his/her behaviour and offered the opportunity to self/co-regulate themselves using a “CALM” approach.</p> <ul style="list-style-type: none"> ▪ Discuss the expected change in behaviour with the student.



	<ul style="list-style-type: none"> ▪ Defying school authority and staff members ▪ Entering class or going out of class without permission or not attending class or school activities without acceptable excuse. ▪ Sleeping during the class or school activities (medical case cleared) ▪ Eating during the classes or the morning assembly (Medical case cleared) ▪ Failure to submit homework and assignment on time ▪ Bringing communication devices such as mobile telephones ▪ Misuse of electronic digital devices during the class including playing electronic games and wearing the mobile headsets ▪ All incidents that can be categorised under any of the above as decided by the Academic Committee ▪ Or any other action that the school deems inappropriate. 	<ul style="list-style-type: none"> ▪ Student is asked to complete and reflect and reset sheet. ▪ Notify the parent <p>Repeated misbehaviour – Written warning by the class teacher.</p> <ul style="list-style-type: none"> ▪ Notify the parent in writing (see template, appendix 8) ▪ All records must be logged on CPOMS <p>Continued Level 1 misbehaviour (x 3) – Written warning by HoD</p> <ul style="list-style-type: none"> ▪ Notify the parent in writing (see template, appendix 8) and invite for a meeting agree on a personalised behaviour plan, aimed at reducing the negative behaviour. ▪ Referral to inclusion (if needed) ▪ The parent is required to sign an undertaking (see appendix 9) to support the agreed strategy. ▪ Move to Level 2 as behaviour causes significant disruption to teaching and learning.
<p>Level 2 (Medium Risk)</p> <p>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 harm to another person or may lead to property damage.</p>	<p>For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</p> <p>Behaviours may include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Fighting with and/or bullying other students ▪ Theft ▪ Trespassing ▪ Vandalism 	<p>First Occurrence – Written warning issued by the class teacher</p> <ul style="list-style-type: none"> • Student is asked to complete a reflect and reset. • Notify the parent in writing (see template, appendix 8) and hold a meeting to discuss and agree on a reasonable joint home – school strategy.



	<ul style="list-style-type: none"> ▪ Smoking/vaping on campus ▪ Possessing or using cell phones during school time ▪ Leaving school without permission ▪ Unauthorised absence/truancy ▪ Cheating in exams or assignments ▪ Providing false documents (e.g. signing letters without the permission or knowledge of parents) ▪ All forms of discrimination ▪ Abusive or inappropriate language toward peers and teachers ▪ Provoking/ Instigation of fights, or threatening or frightening school mates ▪ 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 ▪ Photographing, keeping or publishing photographs of school staff or students without authorization ▪ 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. 	<ul style="list-style-type: none"> • The parent is required to sign an undertaking to support the agreed strategy (see appendix 9). • All records must be logged on CPOMS. <p>Repeated misbehaviour – Onsite suspension by the BMC (up to 3 days)</p> <ul style="list-style-type: none"> • Modify timetable for isolation. Student if referred to the Therapy Room for reflection and regulation support. • Notify the parent in writing (see template, appendix 10) 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. • Assessment by Educational Psychologist, counselling or any other supportive agencies (if needed) • The parent is required to sign an undertaking letter to agree to the strategies (see appendix 9). <p>Continued Level 2 misbehaviour – Expulsion</p> <ul style="list-style-type: none"> • The BMC shall evaluate the evidence and agree on a set of final disciplinary action which may include expulsion.
<p>Level 3 (High Risk)</p> <p>Behaviour that endangers or otherwise threatens the safety of fellow students,</p>	<p>For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</p>	<p>First Occurrence – BMC</p> <ul style="list-style-type: none"> • Child is sent to the Principal/Committee.



<p>school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws.</p>	<p>Behaviours may include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Fighting with other students which causes injury requiring medical treatment ▪ Assault which causes injury requiring medical treatment ▪ Possessing, selling, or consuming illegal substances ▪ Possessing and/or selling weapons or explosives ▪ Committing major actions contradictory to Islamic values and morality ▪ Deliberately setting off the fire alarm and so putting staff and students at risk ▪ Committing acts of public indecency in school ▪ 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; ▪ Defaming of staff or school mates on any of the social media tools; ▪ Sexual harassment inside the school; ▪ Physically assaulting schoolmates or staff (Bullying) ▪ Stealing or covering up thefts; ▪ Vandalism of/ to or unauthorized acquisition of the school equipment or facilities; 	<ul style="list-style-type: none"> • The committee shall evaluate the evidence and determine disciplinary action. • Parents contacted and asked to come into school and sign an undertaking letter, agreeing to strategies suggested. • 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 <p>Repeated misbehaviour – Offsite suspension – BMC</p> <ul style="list-style-type: none"> • Immediately inform parents and issue a offsite suspension until the end of the investigation. • The committee shall evaluate the evidence and agree of a final set of disciplinary action. • Parents sign a final undertaking letter, <p>Continued Level 3 misbehaviour – Managed move/Expulsion – BMC</p> <ul style="list-style-type: none"> • ‘Managed move’ to another Aldar School • ‘Notice of Disciplinary Transfer’ issued to parents (see appendix 11)
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	<ul style="list-style-type: none"> ▪ Insult of/ to religions or instigating sectarianism at school ▪ Tampering or vandalism of school buses or causing harm to road users; <p>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.</p>	
<p>Level 4 (V High Risk)</p>	<ul style="list-style-type: none"> • Third repetition of any level 3 offence • Bringing or possessing any firearm or non-firearm or any of the alike to and in school • Sexual assaults inside the school premises or facilities • Physical assaults that may lead to physical injuries of schoolmates or staff • Leaking exams/ tests or participating in it at any level • Causing fires at school or setting school building or facilities on fire • Unauthorized impersonating of others for any school transactions or forging any school specific documents • Disrespect to any of the UAE political, religious or social icons / idols • Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs 	<p>On Occurrence - BMC</p> <ul style="list-style-type: none"> • Call the parent/s for an immediate meeting. • The BMC shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan. • Take all immediate actions including calling for help of relevant entities • The student and parent/s shall bear all the responsibility, including financial cost, for any damages caused by the offence <p>Communicate with ADEK for further actions including suspension from schools and enrolment in rehabilitation centres, etc.</p>



	<p>or narcotic drugs and psychotropic substances</p> <ul style="list-style-type: none">• Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti-political or anti-social to the UAE <p>All incidents that can be categorised under any of the above as decided by the Behaviour Management Committee.</p>	
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Monitoring Student Behaviour

Behavioural incidents are logged on CPOMS (**see appendix 11**). 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)

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.

People of Determination (PoD)

The school behavior 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;
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.
3. 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.



Appendix 1

Balls of emotion

Right now I feel like a ball of...



sickness



embarrassment



happiness



sadness



excitement



calm



strength



fear



confusion



curiosity



pride



focus



worry



jealousy



frustration



silliness



tiredness



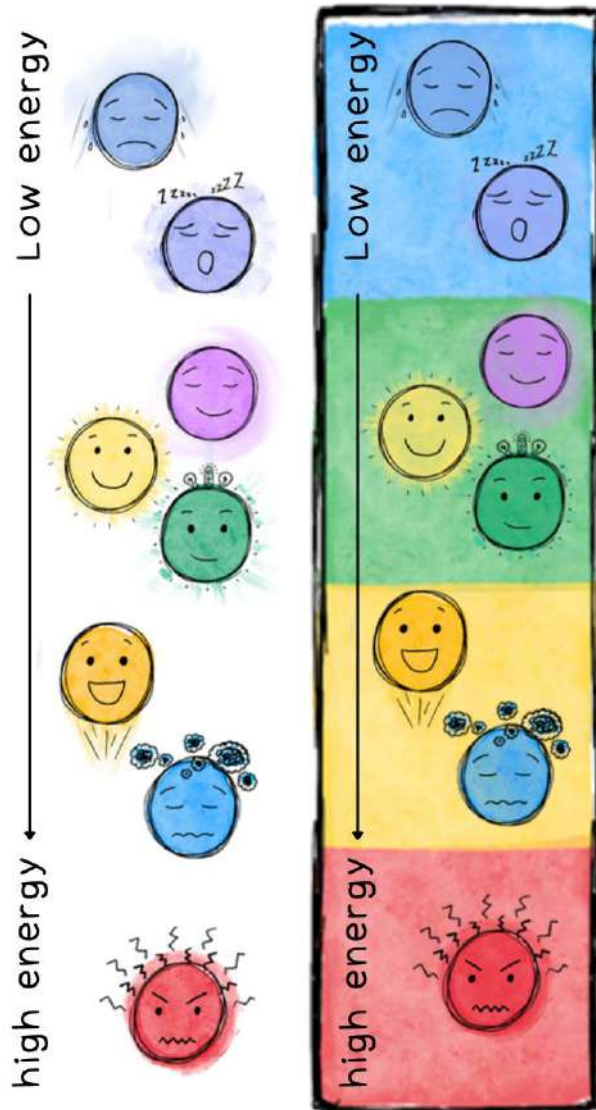
anger



Appendix 2

Emotion

check-in

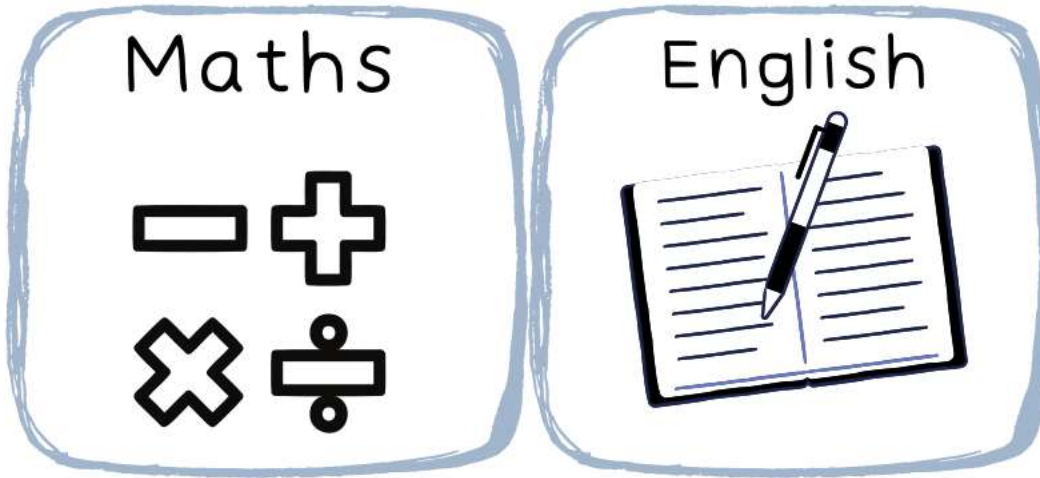


Appendix 3



Example of
timetable

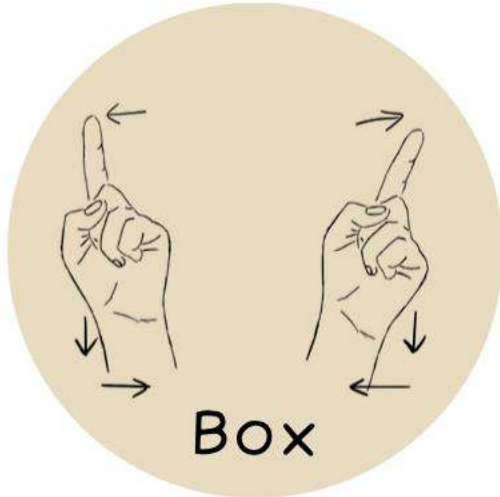
visual





Non-verbal

signs

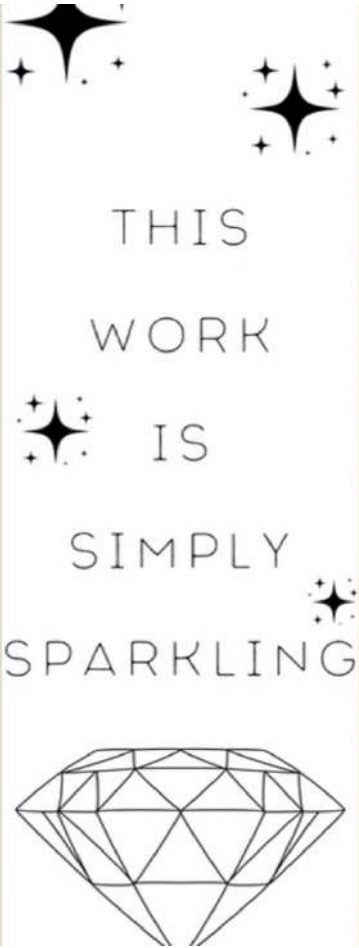


Appendix 5



NOYA
BRITISH SCHOOL

Proud posts





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?

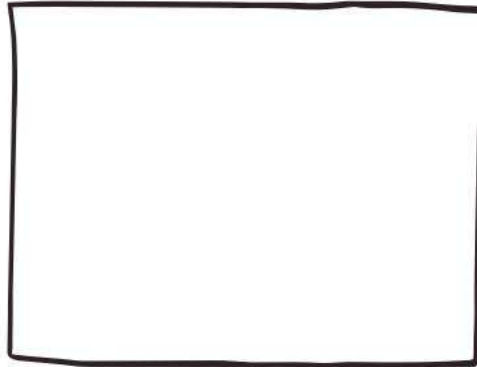


Appendix 7

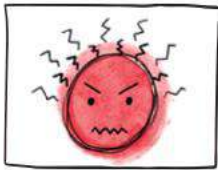
Reflect and Reset

Reflect and Reset

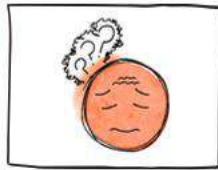
What happened?



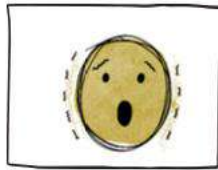
How were you feeling?



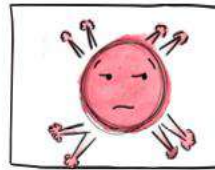
Angry



Confused

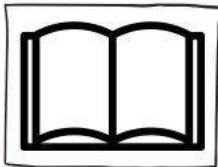


Scared

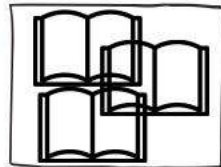


Frustrated

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning

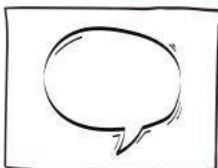


I feel sad

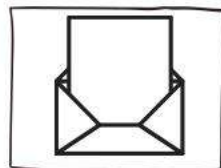


I have made others feel sad

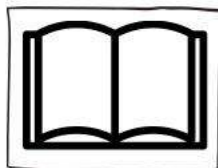
What can you do to make it right?



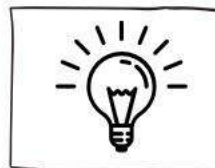
Say Sorry



Write a sorry letter



Complete my work



I have an idea

Appendix 8



NOYA
BRITISH SCHOOL

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 9

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 10



Notification of internal suspension.

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.

Sincerely,

Principal, Noya British School

Parent/Guardian Acknowledgement: Name: _____ Signature: _____ Date: _____

Student Acknowledgement: Name: _____ Signature: _____ Date: _____



Appendix 11

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 behavior
modification support through the previous actions taken as shown below:

- 1.
- 2.

The Behavior 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*