



Nurture
Lifelong
Learning

AGS Behaviour Policy

This procedure is reviewed annually to ensure compliance with current regulations.

Approved/reviewed by	Principal and Vice Principals
Date of review	August 2026
Date of next review	August 2028

We aspire to be an inclusive, world class school of choice for parents in Dubai, where every student is happy, positive and thriving academically, socially and emotionally.

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1. Policy Overview

At Arcadia Global School (AGS), we are committed to providing a safe, inclusive, and encouraging learning environment for all our students. We believe that encouraged behaviour and mutual respect are essential for the well-being and academic success of every child. This behaviour policy outlines our expectations for student behaviour and the strategies we employ to promote positive behaviour and throughout the school community.

Our approach is centred on restorative practices, ensuring that students learn from their experiences through reflection, open dialogue, and meaningful resolutions. We recognise that almost all behaviour has an underlying cause, and we strive to understand the root reasons behind a child's actions to provide the right support. When challenges arise, students are guided to explore their emotions, recognise the impact of their behaviour, and develop positive strategies for the future. By fostering a culture of respect, integrity, determination, and compassion, we empower students to take ownership of their behaviour while ensuring that every child can thrive and succeed in a nurturing and supportive school environment.

2. Aims

- To achieve a consistent approach to the management of behaviour and consequences.
- To have clear and consistent definitions and school responses to encouraged, expected and High-Level behaviour.
- To promote a positive school environment where students feel valued, respected, and empowered to learn and grow.
- We aim to instill in our students a sense of responsibility for their actions, choices, and contributions to the school community, preparing them to become active and responsible citizens.
- We seek to promote the social and emotional development of our students by providing opportunities for self-reflection, empathy, communication, and conflict-resolution skills, equipping them with essential life skills for success.
- Our aim is to empower students to make positive behaviour choices aligned with our school values and expectations, fostering self-discipline, self-regulation, and intrinsic motivation. Thus, creating positive character traits and flourishing students.
- To celebrate and recognise students' achievements, progress, and efforts in demonstrating positive behaviours and character, reinforcing a culture of encouragement, motivation, and continuous improvement.

3. Managing Behaviour/Thriving Together

At AGS, behaviour management is based on a positive, values-driven approach that promotes self-regulation, respect, and responsibility. We use systems like Ten Points to recognise and reward positive behaviours while providing students with the tools to understand and manage their emotions through frameworks like the Zones of Regulation. Our focus is on creating a supportive environment where students are encouraged to make thoughtful choices, take responsibility for their actions, and learn from their experiences. By fostering a culture of mutual respect and personal growth, we aim to help students develop the skills they need to thrive academically, socially, and emotionally. This must be done with the full support of parents as per their contractual obligations via (Offer/Acceptance Letter and KHDA Home School Contract).

At AGS, we believe that strong emotional, behavioural, and social well-being are essential for individuals to lead happy, purposeful, and productive lives. Our approach focuses on nurturing a positive, engaging, and connected learning community, in line with our school's vision:

...where every student is happy, positive and thriving academically, socially and emotionally.

Our Thriving Together programme outlines the steps to cultivate a positive environment at AGS, ensuring every child has the opportunity to thrive.

a. Our Values

We believe that our values are the pillars that pave the way for us to create a revolution in education.

**#Altruism #Respect #Compassion #Aspiration #Determination #Integrity #Adventure
#Grit #Optimism #Bravery #Alacrity**

Our core values of altruism, respect, compassion, aspiration, determination, integrity, adventure, grit, optimism, bravery and alacrity are at the heart of everything we do. These values are woven into the fabric of daily school life, guiding interactions, shaping policies, and enriching the curriculum. Through assemblies, classroom discussions, and collaborative projects, students are encouraged to embody these principles, fostering a culture of mutual understanding and personal growth. Our staff model these values, creating an inclusive and supportive atmosphere where every student feels valued and empowered. By integrating our values into all aspects of school life, we cultivate a positive and nurturing environment where students are inspired to excel academically, socially, and emotionally.

b. Rewarding Values

Each week, we focus on a specific value, making it the central theme of our interactions and activities. Adults consistently use the language of the AGS Values (character traits) to reinforce positive behaviour, with students

earning house points (through our Ten Points platform) as recognition for embodying it. Assemblies bring these ideas to life through engaging mediums like stories, plays, and puppetry, tailored to be age-appropriate and impactful. This dynamic approach ensures our values are not just taught but lived, fostering a supportive and positive school culture where students flourish.

Value rewards

- Value-based House Points on 'Ten Points'
- Weekly Vice Principal Value Award
- Termly Principal Value Superstar Breakfast

c. Ten Points

The *Ten Points* system is a bespoke developed app that serves as both an effective behaviour management and reward tool that aligns with our school values (character traits). Students earn house points directly for demonstrating these values in their actions, such as showing respect, determination, or bravery in their daily activities. By linking positive behaviours to house points, the system encourages students to embody the school's values while contributing to their house's collective success. This approach fosters a strong sense of community, promotes friendly competition, and creates a positive, value-driven environment where students are inspired.

d. Zones of Regulation and Ten Points

At AGS, we recognise the importance of helping students understand and manage their emotions, and we use the Zones of Regulation framework to support this. This approach teaches students to identify their feelings and categorise them into four colour-coded zones: Blue (sad, tired), Green (calm, ready to learn), Yellow (anxious, excited), and Red (angry, out of control). To reinforce this, our 'Ten Points' app integrates the Zones of Regulation into students' daily routines. The app allows students to check in with their emotions, track their zones throughout the day, and access personalised strategies to help them shift to a more regulated state if needed. These zones are slightly different and get more sophisticated as students get older. KS1->LKS2->UKS2->KS3->KS4

e. Managing Behaviour in the classroom

Classroom management plays a vital role in upholding the behaviour policy at Arcadia Global School (AGS), ensuring a positive and productive learning environment for all students. Clear expectations, structured routines, and proactive strategies help create a space where students feel safe, respected, and engaged. Effective classroom management not only prevents disruptions but also fosters a culture of respect, integrity, and determination, supporting students in making positive behaviour choices. By maintaining consistency and promoting restorative approaches, teachers empower students to take responsibility for their actions while contributing to a collaborative and inclusive learning community.

i) Positive Praise First

Positive praise is a key component of our behaviour policy, playing a vital role in fostering an environment of encouragement and growth. By consistently recognising and celebrating students' efforts, achievements, and encouraged behaviours, we build confidence, motivation, and self-worth. When praise is specific and meaningful, it provides clear feedback on what students are doing well, guiding them towards continued success. This approach not only boosts individual morale but also cultivates a school culture where students feel valued and inspired to do their best. Over time, positive praise strengthens resilience, nurtures a love for learning, and deepens the relationships between students and staff, creating a foundation for both academic achievement and personal growth.

ii) Key Considerations for All Staff

- **Positive and Encouraging Language:** Use uplifting and supportive words to create a motivating environment.
- **Clear and Consistent Instructions:** Ensure students easily understand expectations and next steps.
- **Warm and Approachable Tone:** Communicate in a way that feels welcoming and respectful.
- **Open and Friendly Posture:** Maintain a stance that conveys confidence and approachability.
- **Consistency in Behaviour Management:** Apply rules and expectations fairly and predictably.
- **Confident and Calm Assertiveness:** Deliver messages with assurance while remaining composed.
- **Purposeful Movement and Gestures:** Use intentional gestures to emphasise key points and engage students.
- **Energised Presence:** Bring enthusiasm to interactions, showing genuine interest and encouragement.
- **Visible Confidence:** Demonstrate belief in your approach to foster trust and respect.
- **Setting High Expectations:** Encourage students to aim for their best while providing support.
- **Calm and Collected Demeanour:** Model self-regulation to inspire similar behaviours in students.
- **Empowering Students with Choices:** Offer options that promote responsibility and decision-making.
- **Active Listening:** Show attentiveness and understanding to student concerns and needs.
- **Positive Reinforcement:** Acknowledge and celebrate achievements, no matter how small.
- **Consistency in Behaviour Management:** Apply rules and expectations fairly and predictably.
- **Understanding the Policy and Rules:** Be knowledgeable and consistent in applying guidelines.
- **Act as responsible role models:** Demonstrate and advocate good character and values.

iii) All classrooms have:

- **Positive Relationships:** A positive approach that emphasises praise and fosters strong relationships.
- **Clear Expectations:** Clear expectations for work quality and tasks, tailored to be appropriate for each child's level.
- **Classroom Layout:** A thoughtfully planned layout that allows students to move freely and access resources easily.
- **Learning Environment:** An attractive, tidy, and well-maintained learning environment that supports focus and creativity.

- **Consistency in Support:** Class lists, and student profiles, including discreet groups, to ensure consistency in support and behaviour management, especially for specialists and cover teachers.
- **Seating Arrangements:** Strategic seating arrangements that optimise learning during carpet or table work.
- **Visual Timetable:** A visual timetable (where appropriate) to help children understand and anticipate the day's activities.
- **Personalised Learning Areas:** Designated spaces for independent or small group work, allowing for individualised learning experiences.
- **Interactive Displays:** Areas students can engage with, like interactive bulletin boards or spaces to showcase their work, promoting ownership of their learning.
- **Co-constructed Displays:** Collaborative displays created with students, allowing them to contribute ideas, work, and reflections, fostering a sense of ownership and involvement in their learning environment.
- **Emotional and Social Support (Zones of Regulation):** Clear visibility of available resources or strategies to support students' emotional or social needs, fostering a well-rounded support system.
- **Inclusive Resources:** A variety of materials and resources that reflect diverse backgrounds, ensuring all students feel represented and valued.
- **Student Input:** Regular chances for students to give feedback or contribute to decision-making processes, creating a more student-centred environment.

iv) Positive Reinforcement

Positive reinforcements are an integral part of fostering a positive and supportive learning environment. They are used to encourage teamwork, recognise individual achievements, and celebrate behaviour that aligns with our core values. By linking rewards to the AGS Values, we not only recognise positive or encouraged behaviour but also highlight the importance of these values in everyday actions.

Within this established positive learning environment, children can expect regular praise from all adults they interact with. Teachers are encouraged to collaborate with their classes to set clear expectations and implement a variety of strategies to incentivize encouraged behaviour. These strategies include:

- Verbal praise and encouragement
- Non-verbal praise
- Written remarks on excellent effort or exemplary work (linked to AGS Values) and marking codes
- Displaying students' work and achievements
- Certificates to celebrate success (Star of the week)
- Assembly recognition and celebration
- Vale-based house points using Ten Points
- Celebrations on AGS social media
- Sending students to another teacher or the SLT to share their work or good behaviour (aligned with AGS Values)
- SLT email sent to parents or guardians to share achievements

By using a variety of strategies, we ensure that students are consistently recognised for their contributions, fostering a positive, supportive, and motivating environment.

f. AGS Levels of Behaviour and Consequences

A behaviour framework has been created that links different levels of behaviour to specific, consistent outcomes. This framework helps children and adults develop a shared understanding of behaviour expectations and their consequences, promoting consistency across the school.

Consequences for inappropriate behaviour choices are fair, age-appropriate, and proportionate. They are not applied in isolation but are balanced with positive support and a clear explanation of why the behaviour is considered unkind, unsafe, inappropriate, or undesirable. Wherever possible, consequences are tailored to the individual, with consideration for specific needs. Reflection and reminders of what makes good character is part of the process where students link actions in cultivating values based positive choices.

Our approach focuses on building and maintaining positive, healthy relationships, resolving conflicts, and repairing any harm caused. Restoring good relationships as quickly as possible is a priority, and children are supported throughout this process when needed. Consequences are always delivered within a restorative framework and must never cause physical or psychological harm. Each child will make a fresh start each day (unless repeated or extreme behaviours).

- Most incidents of inappropriate (Medium-Level) behaviour will be investigated and addressed during the children's own time (such as breaktime and lunchtime) to minimise disruption to learning.
- Extreme (High-Level) behaviours, such as verbal abuse, physical violence, bullying, racism, and inappropriate comments to peers or adults and very serious incidents may result in a child moving directly to the High-Level Behaviour Process. This typically involves a member of the Senior Leadership Team (SLT) including the Assistant Principal – Character, Culture and Wellbeing, Vice Principal or Principal, and generally results in parents being contacted. Incidents are thoroughly investigated, giving all parties a chance to speak.
- In cases of very serious incidents, the Well-being lead, Vice Principal or Principal will be involved.

There is a 3-step system for teachers to follow (reminder, action, consequence)

Reminder – to follow the AGS values and class rules

Action – Supportive action from teachers to help prevent undesired behaviours such as:

- Adaptation of the seating plan
- Adaptation of the classroom environment or resources needed
- Removal of distraction
- Additional tasks or roles to promote encouraged behaviour

Consequences – as per the table below.

Please refer to the relevant **Key Stage Behaviours** and actions/consequences below.

(i) Foundation Stage and Key Stage 1

(ii) Key Stage 2

(iii) Secondary

(iv) Internal Suspensions

(v) External Suspensions

(vi) Exclusions

Foundation Stage and Key Stage 1

	Behaviour Examples		Actions/Consequences	Who
Encouraged Behaviour	- Respecting others - Being altruistic - Being respectful - Being compassionate - Being aspirational - Being determined - Having integrity - Being adventurous - Having grit - Being optimistic - Being brave - Having alacrity	- Questioning - Problem solving - Playing and exploring - Active learning - Creative and critical thinking - Independent learning - Research skills - Collaborative Learning - Emotional learning - Reflecting	Praised/Rewarded - Verbal praise - Non-Verbal - Written praise - Stickers or star rewards - House points (Ten Points system) - Work displayed Celebrated Messages/emails home Display of work Promotion to class responsibility Weekly Value Award Star of the Week Principal's Value Award/Breakfast	Class Teacher Specialist teachers Classroom coaches Bus guardians SLT
	- Chatting/talking disruptively - Difficulty sharing - Lack of organisation - Difficulty with transitions - Impulsivity - Attention-seeking behaviours - Difficulty with waiting - Disobeying classroom rules infrequently	- Refusal to participate - Snatching - Running - Off task - Not following instructions/listening - Calling out (impulsively) - Disrespectful body language - Encroaching on others personal space	Make the student aware the behaviour has not gone unnoticed and give reminders to follow the class rules/demonstrate the values encouraged. Possible Actions - Praise those demonstrating the opposite behaviour - A verbal warning - A disappointed look/"I'm disappointed to see you do that" - Moving towards the student/standing over them - A slightly raised voice with assertive tone - A warning to remove a 10-point for the specific value they are not showing currently - Referral to Inclusion department if behaviours may be a symptom of something else Teachable moment dealt with by classroom teacher "what value do we need to call on?" At an opportune moment - check-in – sit with the student and ask about any changes they are experiencing, finding a 'why' for the seen behaviours and how to move forward. Zones of Regulation check-in. Using simple language and visual cues, the	Class Teacher Specialist teachers Classroom coaches Bus guardians

	- Infrequently late to lessons - Uniform inconsistencies		adult helps the child identify emotions, discuss what happened, and model the next steps in a supportive way. Please note: - Teachers are encouraged to use restorative practices - 'Every day is a new day'/reset and move forward - Specialist Teachers to contact class teacher only at this stage - Contact Parents when this behaviour if it becomes a repeated behaviour.	
Medium-Level Behaviour	- Minor arguments - Unkind language - Name-calling - Rudeness - Rough play - Throwing - Taking others belonging - Talking back - Social exclusion - Defiance/argumentative behaviour - Once-off use of hands and feet that does not result in bodily harm	- Threatening physical harm - Lying or deceptive behaviour - Influencing peers negatively - Showing frustration inappropriately - Academic dishonesty - Misuse of electronic devices	Calmy address, remind and comment on the seen behaviour (and give reminders to follow the class rules/demonstrate the values encouraged). Mention you will think about the consequence and come back to it (minimise disruption during lesson time). At the next suitable moment, a gentle check-in with the child allows the Class Teacher to explore their feelings, understand any challenges, and guide them towards positive behaviour. Using simple language and visual cues, the adult helps the child identify emotions, discuss what happened, and model the next steps in a supportive way. This ensures the child feels heard while reinforcing clear expectations in a nurturing and reassuring manner. Teachable moment dealt with by classroom teacher – supported conflict resolutions, model expected behaviour and read books on the behaviour being demonstrated can also be used to highlight repeated undesired behaviours. An escalation process should be used here of CT – KSL in FS only after the class teacher has attempted to stop the unwanted behaviour without support first. YL lessons are not to be disrupted. Possible Student Actions (select an age-appropriate one) - Zones of Regulation check-in - A verbal apology/ A written apology - A reflection form/Zones of Regulation Reflection/Primary Think Sheet - Witness statements Teacher Actions - This behaviour is logged on the behaviour record for the child (notify your YL, KSL and AP – Character, Culture and Wellbeing Lead) if this is persistent and when you start one). - Notify parents (face-face, meeting, Seesaw or phone call) in a sandwich form (positive-negative-positive) Please note: Teachers are encouraged to use restorative practices and discuss Behaviour Reflection with children. Further instances need to be logged on their behaviour record and will result in the moving onto the persistent Medium-Level behaviour process.	Class Teacher Specialist teachers Key Stage Leader

School Behaviour	Behaviour		Persistent Medium-Level	
	Repeated Medium-Level Behaviours logged over a period of time with no behaviour modification seen.		Behaviour Support Plan created by CT with the KSL and any other relevant SLT. Student to meet the Vice Principal with the Assistant Principal – Character, Culture and Wellbeing Lead. Possible next steps: Parent meetings Verbal behaviour reflection Apology Letters (if necessary) Witness Statements (if necessary) Barriers to learning assessment/referral to inclusion Behaviour Report Behaviour Agreement Individual Behaviour Plan (IBP) Internal Suspension KHDA Behaviour Letter and temporary exclusion (1 to 3 days) [Exclusion subject to KHDA approval] Further instances will result in the CT, KSL, CCW (AP) and VP to discuss the appropriate next steps. AGS also has the right to request an Educational Psychological Assessment.	
School Behaviour	High-Level Behaviour		High-Level Behaviour	
	- Bullying - Racism - Disobeying school rules - Physical violence - Offensive language/gestures - Damage to property/vandalism - Persistent Medium-Level behaviour - Cyber bullying	- Substance abuse - Sexualised behaviour - Chronic defiance of authority - Self-harming behaviour - Pornography - Swearing	- Immediately contact your KSL or any other member of SLT - Isolate the students in a supervised office SLT Next Steps Incident reported to the Vice Principal or Principal Next steps decided by KSL, CCW(AP), VP Possible Next steps: - Parent meetings - Behaviour Report - Behaviour Agreement - Individual Behaviour Plan (IBP) - Behaviour reflection form/Verbal Reflection - Apology letter/Verbal (if necessary) - AGS Community Service - Withdrawal of privileges (field trips, expedition, excursions, CCA sport events, ICT equipment). - Re-entry meeting with parents - Outside agency referral - Police notification - Internal Suspension - KHDA Behaviour Letter and temporary exclusion. (1 to 3 days) [Exclusion subject to KHDA approval] - A second KHDA Behaviour Letter leads to blocked re-enrolment. [Exclusion subject to KHDA approval] - A third KHDA Behaviour letter will lead to AGS seeking immediate exclusion from KHDA. [Exclusion subject to KHDA approval] This behaviour is logged on the behaviour record for the child.	Class Teacher Specialist teachers Key Stage Leader Pastoral Support Lead (CCW) Vice Principal Principal Safeguarding Lead

Key Stage 2

	Behaviour Examples		Actions/Consequences	Who
Encouraged Behaviour	- Respecting others - Being altruistic - Being respectful - Being compassionate - Being aspirational - Being determined - Having integrity - Being adventurous - Having grit - Being optimistic - Being brave - Having alacrity	- Questioning - Problem solving - Playing and exploring - Active learning - Creative and critical thinking - Independent learning - Research skills - Collaborative Learning - Emotional learning - Reflecting	Praised/Rewarded - Verbal praise - Non-Verbal - Written praise - House points (Ten Points system) - Work displayed Celebrated Messages/emails home Display of work Promotion to class responsibility Weekly Value Award Star of the Week Principal's Value Award/Breakfast	Class Teacher Specialist teachers Classroom coaches Bus guardians SLT
Low-Level Behaviour	- Chatting/talking disruptively - Difficulty sharing - Lack of organisation - Difficulty with transitions - Impulsivity - Attention-seeking behaviours - Difficulty with waiting - Disobeying classroom rules infrequently - Infrequently late to lessons - Uniform inconsistencies	- Refusal to participate - Snatching - Running - Off task - Not following instructions/listening - Calling out (impulsively) - Disrespectful body language - Encroaching on others personal space	Make the student aware the behaviour has not gone unnoticed and give reminders to follow the class rules/demonstrate the values encouraged. Possible Actions - A verbal warning - A disappointed look/"I'm disappointed to see you do that" - Moving towards the student/standing over them - A slightly raised voice with assertive tone - A warning to remove a 10-point for the specific value they are not showing currently - Referral to Inclusion department if behaviours may be an indication of something else - Zones of Regulation check-in Teachable moment dealt with by classroom teacher "what value do we need to call on?" without causing any shame. At an opportune moment - check-in – sit with the student and ask about any changes they are experiencing, finding a 'why' for the seen behaviours and how to move forward. Please note: - Teachers are encouraged to use restorative practices - 'Every day is a new day'/reset and move forward - Specialist Teachers to contact class teacher only at this stage Contact Parents when this behaviour if it becomes a repeated behaviour.	Class Teacher Specialist teachers Classroom coaches Bus guardians

Medium-Level Behaviour	- Minor arguments - Unkind language - Name calling - Rudeness - Rough play - Throwing - Uniform transgressions - Taking others belonging - Talking back - Social exclusion	- Defiance/argumentative behaviour - Inappropriate use of hands and feet - Threatening physical harm - Lying or deceptive behaviour - Influencing peers negatively - Showing frustration inappropriately - Academic dishonesty - Misuse of electronic devices	A one-on-one meet (CT, YL or KSL) to discuss the why, reflect and next steps which may include: - Reflection form during a break or lunchtime - A letter of apology (if appropriate) - Parent communication (in person, email or phone call) - Zones of Regulation check-in This behaviour is logged on the behaviour record for the child (notify your YL and KSL if this is persistent). Further instances will result in the student meeting the Vice Principal and Assistant Principal – Character, Culture & Wellbeing Lead. Further instances will result in the CT, KSL, CCW (AP) and VP to discuss the appropriate next steps. Possible next steps: Parent meetings Barriers to learning assessment Behaviour Report KHDA Warning Letter and exclusion (1 to 3 days) [Exclusion subject to KHDA approval] Please note: Teachers are encouraged to use restorative practices and discuss Behaviour Reflection with children.	Class Teacher Specialist teachers Key Stage Leader
Persistent Medium-Level Behaviour	Repeated Medium-Level Behaviours logged over a period of time with no behaviour modification seen.		Behaviour Support Plan created by CT with the KSL and any other relevant SLT. Student to meet the Vice Principal. Possible next steps: Parent meetings Behaviour reflection form Apology Letters (if necessary) Witness Statements (if necessary) Barriers to learning assessment/referral to inclusion Behaviour Report Behaviour Agreement Individual Behaviour Plan (IBP) Internal Suspension KHDA Behaviour Letter and temporary exclusion (1 to 3 days) [Exclusion subject to KHDA approval] Further instances will result in the CT, KSL, CCW(AP) and VP to discuss the appropriate next steps. -	Class Teacher Specialist teachers Key Stage Leader Pastoral Support Lead (CCW) Vice Principal Principal

High-Level Behaviour	- Bullying	- Substance abuse	- Immediately contact your KSL or any other member of SLT	Class Teacher
	- Racism	- Sexualised behaviour	- Isolate the students in a supervised office	Specialist teachers
	- Disobeying school rules	- Chronic defiance of authority	SLT Next Steps	Key Stage Leader
	- Physical violence	- Self-harming behaviour	Incident reported to the Assistant Principal – Character, Culture & Wellbeing Lead, Vice Principal or Principal	Pastoral Support Lead (CCW)
	- Offensive language/gestures	- Pornography	Next steps decided	Vice Principal
	- Damage to property/vandalism	- Swearing	Possible Next steps:	Principal
	- Persistent Medium-Level behaviour		- Parent meetings	
	- Cyber bullying		- Behaviour Report	
			- Behaviour Agreement	
			- Individual Behaviour Plan (IBP)	
		- Behaviour reflection form		
		- Apology letter (if necessary)		
		- AGS Community Service		
		- Withdrawal of privileges (field trips, expedition, excursions, CCA sport events, ICT equipment).		
		- Re-entry meeting with parents		
		- Outside agency referral		
		- Police notification		
		- Internal Suspension		
		- KHDA Behaviour Letter and temporary exclusion. (1 to 3 days) [Exclusion subject to KHDA approval]		
		- A second KHDA Behaviour Letter leads to blocked re-enrolment. [Exclusion subject to KHDA approval]		
		- A third KHDA Behaviour letter will lead to AGS seeking immediate exclusion from KHDA. [Exclusion subject to KHDA approval]		
		This behaviour is logged on the behaviour record for the child.		

Secondary						
	Behaviour Examples		Actions/Consequences	Who		
Encouraged Behaviour	-	Respecting others	-	Questioning	Praised	Class Teacher
	-	Being altruistic	-	Problem solving		- Verbal praise
	-	Being respectful	-	Playing and exploring	- Written praise	
	-	Being compassionate	-	Active learning		
	-	Being aspirational	-	Creative and critical thinking	Rewarded	Classroom coaches
	-	Being determined	-	Independent learning	House points (Ten Points Behaviour System)	
	-	Having integrity	-	Research skills		Bus guardians
	-	Being adventurous	-	Collaborative Learning	Celebrated	
	-	Having grit	-	Emotional learning	Messages/emails home	SLT
	-	Being optimistic	-	Reflecting	Display of work	
	-	Being brave			Promotion to class responsibility	
	-	Having alacrity				
	-	Questioning			Weekly Value Award	

			Star of the Week Principal's Value Award/Breakfast	
Low-Level Behaviour	- Chatting/talking disruptively - Difficulty sharing - Lack of organisation - Difficulty with transitions - Impulsivity - Attention-seeking behaviours - Difficulty with waiting - Disobeying classroom rules - Late to lesson	- Refusal to participate - Snatching - Running - Off task - Not following instructions/listening - Calling out - Disrespectful body language - Teasing - Encroaching on others personal space	A check in – sitting with the student and ask about any changes they are experiencing, finding a ‘why’ for the seen behaviours and how to move forward. Possible Actions - A verbal warning - A disappointing look/”I’m disappointed to see you do that” - Moving towards the student / standing over them - Placing a hand on the desk - A slightly raised voice with assertive tone - A warning to give a reflection on Ten Points Teachable moment dealt with by classroom teacher “what value do we need to call on?” Please note: • Teachers are encouraged to use restorative practices • ‘Every day is a new day’ • Specialist Teachers to contact class teacher only at this stage	Class Teacher Specialist teachers Bus guardians
	- Minor arguments - Unkind language - Name calling - Rudeness - Rough play - Throwing - Uniform transgressions - Taking others belonging - Talking back - Social exclusion - Vaping / smoking	- Defiance/argumentative behaviour - Inappropriate use of hands and feet - Threatening physical harm - Lying or deceptive behaviour - Influencing peers negatively - Showing frustration inappropriately - Academic dishonesty - Misuse of electronic devices	A one-on-one meet (Form Tutor to discuss the why, reflect and next steps which may include: - Reflection form during a break or lunchtime - A letter of apology (if appropriate) - Reflection time - Parent communication (in person, email or phone call) This behaviour is logged in Ten Points. (notify your Head of Section if this is persistent). Further instances will result in the student meeting the VP with the CCW(AP). Further instances will result in the VP and Principal to discuss the appropriate next steps. Possible next steps: Parent meetings Barriers to learning assessment Behaviour Report Reflection Time Internal Suspension KHDA Warning Letter and exclusion (1 to 3 days) [Exclusion subject to KHDA approval] Please note: Teachers are encouraged to use restorative practices and discuss Behaviour Reflection with child.	Form Tutor Subject Leader

School	Persistent Medium-Level Behaviour		Repeated Medium-Level Behaviours logged over a period of time with no behaviour modification seen.	Behaviour Support Plan created by CT with the KSL and any other relevant SLT.	Form Tutor
				Student to meet the Vice Principal.	Subject Leader
				Possible next steps: Parent meetings Behaviour reflection form Apology Letters (if necessary) Witness Statements (if necessary) Barriers to learning assessment/referral to inclusion Behaviour Report Behaviour Agreement Individual Behaviour Plan (IBP) Internal Suspension KHDA Behaviour Letter and temporary exclusion (1 to 3 days) [Exclusion subject to KHDA approval]	KS Lead
				Further instances will result in the CT, KSL, CCW(AP) and VP to discuss the appropriate next steps.	VP Secondary
					Principal
High-Level Behaviour	- Bullying	- Substance abuse	- Contact your KSL or any other member of SLT	Form Tutor	
	- Racism	- Persistent disruptive behaviour	- Isolate the students in a supervised office	Subject Leader	
	- Disobeying school rules	- Sexualised behaviour	- Incident reported to the VP Secondary	KS Lead	
	- Physical violence	- Chronic defiance of authority	- Next steps decided by VP Secondary and Principal	VP Secondary	
	- Offensive language/gestures	- Self-harming behaviour	Possible Next steps:	Principal	
	- Damage to property/vandalism	- Pornography	- Reflection time		
	- Persistent Medium-Level behaviour	- Swearing	- Parent meetings		
	- Cyber bullying	- Students behaving inappropriately for school environment.	- Behaviour Report		
	- Use of illegal substances		- Behaviour Agreement		
	- PDA (Public Display of Affection)-		- Individual Behaviour Plan (IBP)		
			- Behaviour reflection form		
			- Apology letter (if necessary)		
			- AGS Community Service		
			- Behaviour Report		
			- Withdrawal of privileges (field trips, expedition, excursions, CCA sport events, ICT equipment).		
			- Re-entry meeting with parents		
			- Outside agency referral		
			- Police notification		
			- Internal Suspension		
			- KHDA Behaviour Letter and temporary exclusion. (1 to 3 days) [Exclusion subject to KHDA approval]		
			- A second KHDA Behaviour Letter leads to blocked re-enrolment. [Exclusion subject to KHDA approval]		
			- A third KHDA Behaviour letter will lead to AGS seeking immediate exclusion from KHDA. [Exclusion subject to KHDA approval]		

Reflection Time (KS3) (logged onto iSAMS)

Reflection time is used as part of the restorative process for a child to rectify their behaviour and the consequence of their behaviour on their own learning, and the learning of others. Reflection times increase in length and severity from Teacher Break Time, Lunch Time, After school Reflections with an SLT member.

All after school reflections must include communication home and at least 24 hours' notice to give parents an opportunity to arrange alternative transportation home.

(iv) Internal Suspensions

These are imposed by the Head of Secondary, Vice Principal and Principal for serious behaviour breaches or persistent failure to follow AGS Values and rules. Suspensions can be imposed for up to three days and are served in school under the supervision of staff.

A formal letter informing parents of an internal suspension will be sent and parents invited to attend a formal meeting with or without their child and relevant teachers to discuss the problems in more depth. The students will be encouraged to take full responsibility for his or her actions and to actively seek to understand and explain the consequences, as well as how he or she can avoid a recurrence of the incident. The school will make available a counsellor, if necessary, to enable full and productive consideration of the issues causing poor behaviour.

A students/parent/school contract may be signed as a result of this meeting. All suspensions will be placed on the student's school record.

(v) External Suspensions

These are imposed by the Vice Principal Secondary, Vice Principal Primary and Principal for serious behaviour breaches or persistent failure to follow AGS Values and rules. Suspensions can be imposed for up to three days and are served with parents or guardians.

A formal letter informing parents of an external suspension will be sent and parents invited to attend a formal meeting with or without their child and relevant teachers at the discretion of SLT to discuss the problems in more depth. The students will be encouraged to take full responsibility for his or her actions and to actively seek to understand and explain the consequences, as well as how he or she can avoid a recurrence of the incident. The school will make available a counsellor, if necessary, to enable full and productive consideration of the issues causing poor behaviour.

A new student(s)/parent/school contract may be signed as a result of this meeting. All suspensions will be placed on the student's school record. (1 to 3 days) [Exclusion subject to KHDA approval]

(vi) Exclusions

A student may be required to leave if the Vice Principal or Principal is satisfied that it is not in the best interests of the student, or of the school, that he/she remains at the School. In all cases, the Principal reserves the right to use his discretion when deciding on the most appropriate sanction. Exclusion can only occur with subsequent approval from KHDA.

4. Assessment and Record Keeping

Records relating to individual cases, for both perpetrator and victim, are kept confidential. Access is given to the relevant staff members who will be directly dealing with or impacted by the situation. Record keeping allows opportunities to retrieve and analyse incident reports chronologically and by student/s, which can be of value in identifying patterns of victim and/or bullying behaviour. From younger years to older years, record keeping can differ in nature.

Documentation used with definitions

- **Reflection Forms** - is a tool that encourages students to think critically about their behaviour, understand its impact, and develop strategies for improvement. It guides them through a self-reflective process, helping to foster responsibility, emotional awareness, and positive decision-making.
- **Witness Statements** - a document used to record an individual's firsthand account of an incident, ensuring accurate and detailed documentation. It captures key details such as the date, time, location, and actions observed, providing essential evidence to support behaviour management and conflict resolution processes.
- **Behaviour Record** - a structured log used to document and track student behaviour over time. This helps teachers and SLT to identify patterns, triggers, and effective interventions.
- **Behaviour Report** – is a structured daily monitoring tool used to track a student's behaviour in lessons, break times, and throughout the school day. It helps students reflect on their actions, set behaviour targets with their teacher, and receive daily feedback from staff, fostering accountability and character development.
- **Behaviour Agreement** – is a reflective document where students acknowledge their behaviour, set specific improvement targets, and commit to working towards positive change. It requires signatures from the student, class teacher, senior leadership, and parents, ensuring collaborative support and accountability in fostering better behaviour.
- **Individual Behaviour Plan** – For students who demonstrate persistent behavioural needs or where additional behavioural needs have been identified, a 'challenging behaviour response plan' is created.
- **Once-off incident Report** - is a formal record used to document a single behavioural incident, detailing the nature of the event, those involved, and any follow-up actions taken by the school. It ensures clear communication between staff, parents, and leadership, supporting appropriate interventions while maintaining a structured approach to behaviour management.
- **Behaviour Tracker** - is a systematic tool used to monitor, record, and analyse student behaviour trends across all year groups. It helps staff identify patterns, provide targeted interventions, and ensure consistency in behaviour management, fostering a positive and supportive school environment.
- **KHDA Behaviour Letter** - is an official communication issued to parents to inform them of a student's behaviour concern in line with the Knowledge and Human Development Authority (KHDA) guidelines. It outlines the nature of the incident, actions taken by the school, and expected next steps, ensuring transparency and parental involvement in behaviour management.

5. Responsibility of Key Stakeholders

5 (a) The Role of the Parents

At Arcadia Global School, we recognise that parental involvement is essential in fostering positive behaviour and character development in students. We strive to maintain a strong partnership with parents, ensuring they have a clear and consistent understanding of our behaviour expectations, policies, and restorative practices. By reinforcing positive behaviour at home, using the same language and role modelling expectations aligned with

the school's approach, parents play a crucial role in supporting their child's social and emotional growth. Regular communication through reports, meetings, and progress updates keeps parents informed, enabling them to collaborate with teachers to address concerns and celebrate successes. Together, we create a supportive and consistent learning environment that nurtures respect, integrity, and personal responsibility in every child. Parents are expected to role model the AGS values and advocate good character development to cultivate a positive and flourishing child.

5 (b) The Role of the Classroom Coaches and Learning Support Assistants.

Classroom Coaches (CCs) and Learning Support Assistants (LSAs) play a vital role in fostering a positive and respectful learning environment where all students feel safe and supported. By reinforcing school values through praise, encouragement, and recognition of positive behaviour, they help create a climate of trust and respect. Their proactive approach aims to prevent misbehaviour and bullying by promoting inclusivity and celebrating student success. CCs and LSAs take all behaviour concerns seriously, addressing issues promptly and ensuring they are escalated to the class teacher when necessary. Through their support, students develop confidence, social responsibility, and a sense of belonging within the school community.

5 (c) The Role of Form Tutor, Class Teacher and Year Leaders

The role of form tutors or class teachers, is to investigate, document, and address behavioural incidents, working closely with senior leadership to ensure appropriate actions are taken. They are responsible for leading inquiries, recording findings, and collaborating with subject leads, year leads, key stage leads, or heads of section to implement follow-up measures. Beyond immediate interventions, they provide pastoral support to students displaying challenging behaviour, ensuring they receive guidance and necessary interventions. Their ongoing interactions with students allow them to identify emerging patterns of misbehaviour, making them well-placed to notify senior leadership when necessary. Through vigilance, collaboration with SLT, and early intervention, they help maintain a safe, respectful, and inclusive school environment for all students.

5 (d) The Role of Key Stage Leads/Heads of Section

It is the responsibility of the key stage leads or head of section to implement the school behaviour policy and to ensure that all staff, both teaching and non-teaching, are aware of the policy and know how to address incidents of challenging behaviour or once-off incidents.

They report to the vice principal about the effectiveness of the policy when required. The vice principal informs the principal and, in turn, the governors of any serious incidents. The key stage lead or head of section sets the school climate of mutual support and praise for success, fostering a positive and respectful learning environment. They also ensure that all staff receive sufficient training to effectively manage and respond to all types of behavioural incidents.

5 (e) The Role of Pastoral Assistant Head

The Pastoral Support Lead supports the Vice Principal in conducting and recording investigations linked to any ongoing behaviour challenges. The Pastoral Support Lead reports to the Vice Principal, where they discuss and agree action points from the investigation. The Assistant Head may be asked to follow up with parents, students and staff.

5 (f) The Role of Governors

Governors are informed of any serious incidents of students' misbehaviour.

6. Relevant Policies

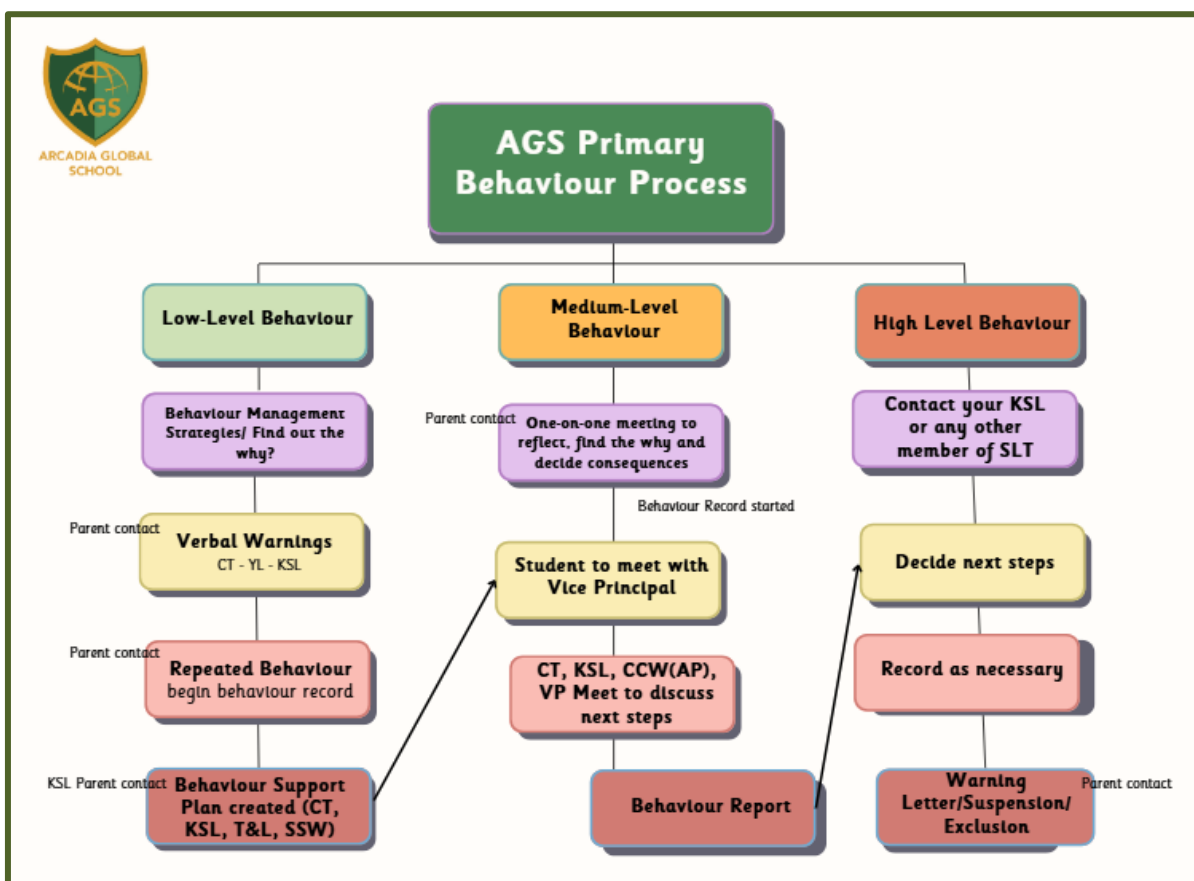
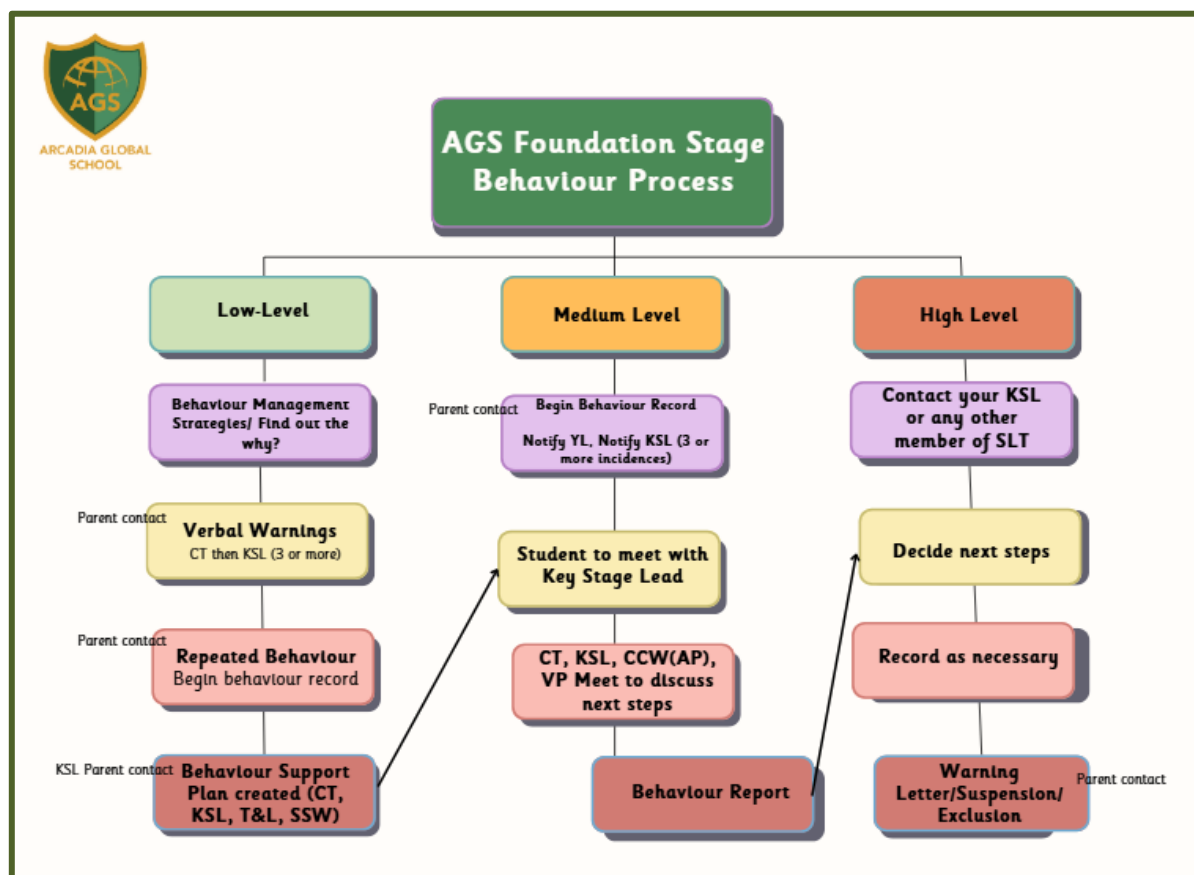
Anti-bullying Policy

Safeguarding Policy

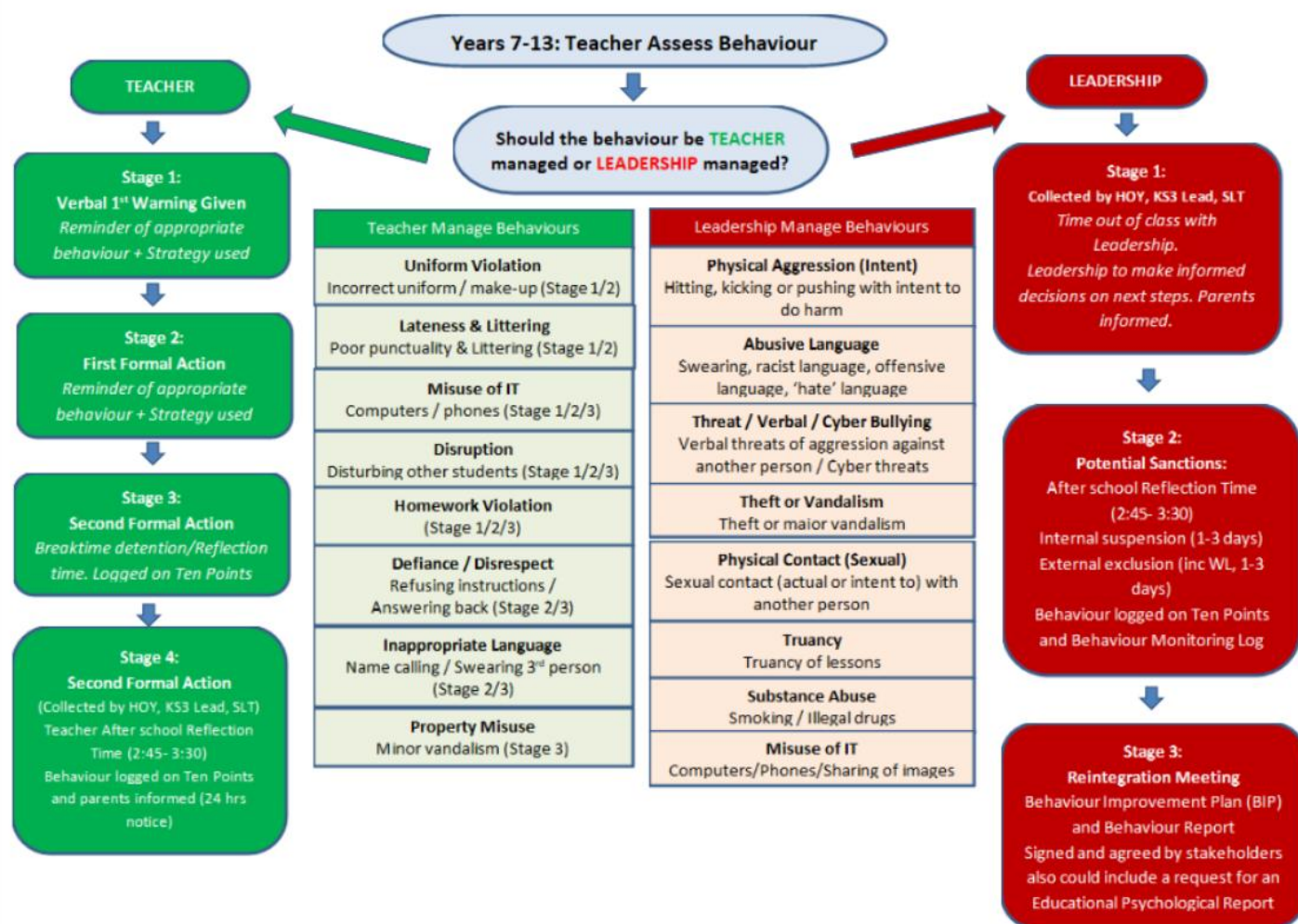
Inclusion Policy

Counselling Policy

7. Appendices



AGS Secondary Behaviour Process



KHDA Behaviour Letter:

Letter 1 – Individual Behaviour Plan (suspension)

Letter 2 – Blocked from re-enrolment (suspension)

Letter 3 – Excluded

All suspensions & exclusions are subject to KHDA approval