



# **BEHAVIOUR POLICY**

**Academic Year 2026 – 2027**

## **1. Introduction**

The establishment of a calm and orderly learning environment in school and in the classroom is the key to effective learning and teaching; it creates the context in which the teacher can challenge or support the student in order to facilitate maximal levels of learning and development. Our policy is based on a positive approach towards managing behaviour through engagement in learning, negotiated guidelines and reason as corrective action. It is also one which encourages and supports young people to share and make their own, the responsibility for their education and development as learners. At Belvedere British School, we seek to create an environment which reinforces a good standard of behaviour from all our students and one which will encourage the development of moral, self-disciplined, hardworking and caring individuals who can make wise decisions.

## **2. Responsibilities**

### **2.1 The Principal**

The principal has overall responsibility for ensuring positive behaviour throughout the school.

### **2.2 Staff**

The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour.

### **2.3 Parents**

Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour, and must agree to support the school in actions it may decide to take regarding behaviour.

### **2.4 Students**

Students must be responsible for their own positive behaviour and meet the expectations set out by the school.

## **3. Principles**

3.1 All students have the right to learn and play free from disruption.

3.2 All teachers have the right to teach free from disruption.

3.3 Students are responsible for their own behaviour.

3.4 Students understand that if their behaviour is considered not to be acceptable, this does not necessarily mean a judgment on their personalities.

3.5 The school shall take into consideration the students' individual circumstances and personalities, including social, emotional, and psychological factors that may underlie a student's behaviour.

#### **4. School Values (Rules)**

4.1 Are kept to a necessary minimum.

4.2 Are positively stated, telling the children what to do rather than what not to do.

4.3 Are consistently and fairly applied and enforced.

4.4 The school values (rules) are negotiated, with student consultation, on an annual basis.

4.5 Values are prominently displayed throughout the school.

4.6 Each class, in collaboration with their teacher, will negotiate and develop their own class guidelines to personalise more detailed ways of working together, and these rules will be prominently displayed in classrooms.

#### **5. Rewards**

5.1 The commonest reward is praise, to both individuals and groups, and students are regularly congratulated verbally or with a smile. House points appreciation certificates/awards on a monthly, termly and yearly basis are planned for reinstatement later in 2025/26.

5.2 Certificates highlighting specific examples of good behaviour are awarded to a member of each class and read out at Assembly.

5.3 See "Rewards Policy" for other specific rewards routines.

#### **6. Sanctions**

6.1 In an environment where respect is central, a non-verbal warning, e.g. a stern look, is often enough or a verbal request for the child to stop the behaviour.

6.2 Students are moved away from their place if inappropriate behaviour continues in a classroom situation; the behaviour in question must be discussed with the child and monitored. The BBS Behaviour Plan is implemented to follow up on any issues – Appendix 1.

6.3 If the behaviour is especially inappropriate, or if the teacher is unable to teach unimpeded (see point 2.2), students are sent to a school social worker who evaluates the issues. They will either deal with the issue, may inform parents by phone or in writing and bring the student to the attention of a member of the SLT who will resolve the issue either with the student or with the help of the parents. Their name and details of their behaviour may be recorded in the Incidents Book (onto the School Management Information System) as appropriate.

6.4 Ultimately, if inappropriate behaviour continues or a student is hurting other children or themselves, the class teacher, Key Stage leader, Head of Primary / Secondary, social worker, the Inclusion Coordinator (If specific to a diagnosed student), and the child's parents meet for a discussion and draw up an action plan.

6.5 In all cases, the ADEK behaviour guidelines are adhered to at BBS. When applying disciplinary measures, BBS staff follow three levels contained in the manual of policies and guidelines, pp. 149-150, and apply the Student Behaviour Regulations issued by the Ministry of Education in cases that are not mentioned in ADEK's Guidelines and Policies.

- At BBS, no member of staff is allowed to use any form of physical punishment (policy 52).
- As learning and behaviour are separate and as none of our assessments assess behaviour, teachers are not allowed to lower or threaten to lower grades.
- We do not allow for detentions after school hours or give group punishment for individual misconduct.
- Learning is not a punishment, and so imposing more schoolwork or homework is not allowed.
- Adults are not allowed to mock or insult students either in private or in public.
- Preventing the student from using the washroom facilities or consuming food during lunch and breaktime is not allowed.
- Students are not permitted to consume food during lessons.
- Students are permitted to visit the washroom during class time; however, if a student requests to go too frequently, the matter will be referred to the social worker for investigation. Students are not allowed to use the washroom during the first or last five minutes of a lesson unless it is deemed an emergency by the teacher.
- Students should be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions, and rectify any negative behaviours before disciplinary actions are taken.

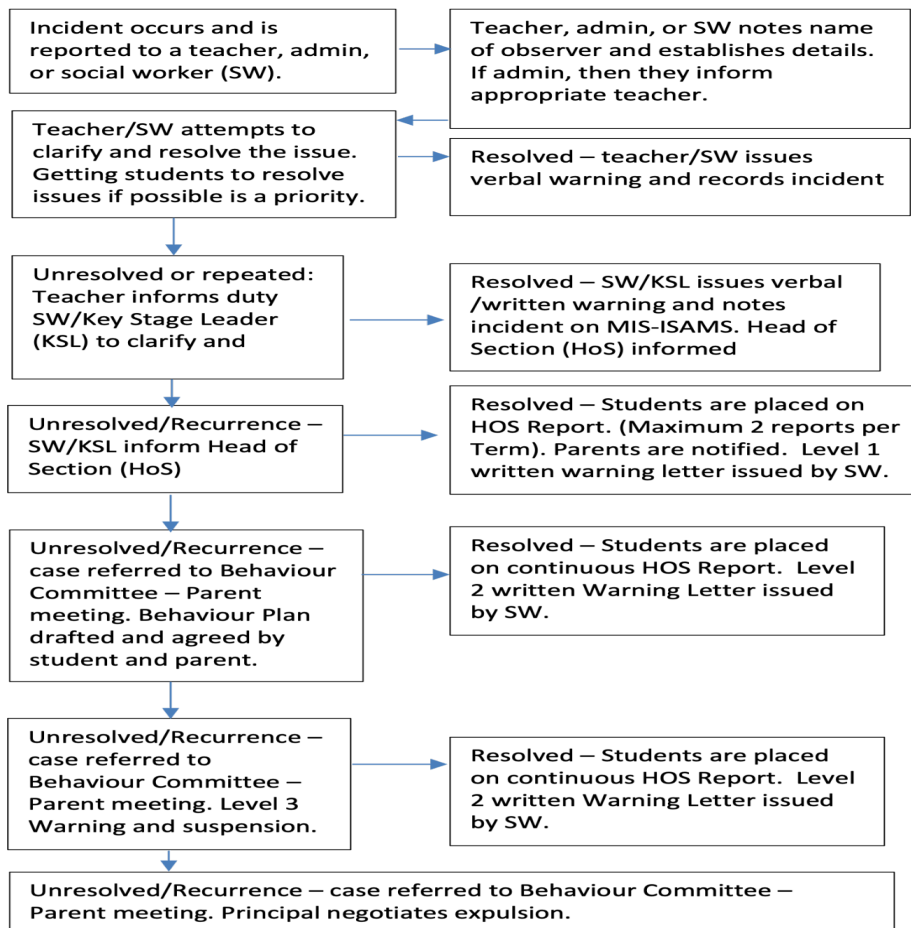
6.6 At BBS, adults follow guidelines regarding student misconduct and how it should be dealt with:

1. Advise students with a clear explanation, with reasons for the changes in behaviour that are required of the student by the school.
2. The school shall put in place a strategy with appropriate monitoring and support to address and correct the student's unacceptable behaviour.
3. If there is a need for further escalation of response, our school staff will inform parents/guardians and hold a meeting or a series of meetings with them to agree on a reasonable joint home-school strategy. At this stage, parents shall be required to sign an undertaking to support the agreed-upon strategy.
4. Should unacceptable behaviour continue, the school may suspend for up to five days and shall issue to the student and his or her parents/guardian a final warning.  
**Note:** that in cases of extreme misbehaviour such as violence towards another student or teacher, sexual harassment, etc, steps 1-4 may be telescoped in some cases, meeting with parents and immediate suspension.
5. In the final stage, if a student fails to modify his or her behaviour in accordance with BBS requirements, the school may apply to ADEK to transfer the student to another school or permanently exclude the student concerned.
6. In making an application for transfer or removal, BBS will ensure that all the stages have been followed.
7. The Disciplinary Committee at BBS consists of the Principal, Vice Principal, Deputy Vice Principal (Parent Relations), Primary Coordinator, Head of Inclusion and Social Worker. Their function is to review and discuss student behaviour issues and ensure that disciplinary actions by the committee are fair and equitable to all students without exception.
8. All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in the policy.

9. The school's Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response, on the eSIS system, including uploading all supporting reports for all offences and actions taken. The school, ADEK and any supervisory authorities shall treat all information about students' behaviour as strictly confidential.

## 7. Behaviour Management and Sanctions Procedures

### General Overview of Behavioural Steps



### Notes:

1. Teachers and social workers must engage in the resolution of student misbehaviour to the extent that individuals and classes may learn from the incident and its resolution in line with 'learning from our mistakes'.
2. If at any point in the process, it is felt that poor choices have been made due to underlying well-being concerns beyond the control of the student, then suspicions should be relayed to the social workers, who will inform the section principals and principal.
3. If at any point in the process, it is felt that poor choices have been made due to previously unreported underlying learning difficulties of the student, then suspicions should be relayed to the Head of Inclusion, who will inform the section principals and principal.

## 8. Behaviour Levels

Here, we categorise three levels of misconduct to which different steps in the procedure occur.

**Level 1:** Behaviour includes, but is not limited to:

- Unexplained absence, as per ADEK policy.
- Not bringing the necessary books and equipment will lead to detention.
- Incorrect school uniform.
- Disruptive classroom and school behaviour will lead to detention.
- Breaking minor school rules, including classrooms, hallways, playground, and buses, will lead to detention.
- Using mobile phones during school time. (Mobile phone to be returned to the student after 48 hours)
- Misuse of Chromebooks. (To be returned to students after 48 hours)
- Disobeying directions from staff and teachers
- Mildly abusive or inappropriate language towards peers

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | The teacher discusses the issue with the student. In cases of dispute (who did what), the teacher attempts to clarify the situation. If clarification and a resolution of the issue are not forthcoming, the case is moved to step 2. The incident is noted. Verbal reminder of proper conduct. 3 verbal warnings are given.                                                                                                                                                                                                                                                                                                                                                                                      |
| Step 2 | If the behaviour continues after one warning, or if the incident is of a recurring nature, the teacher informs the Key Stage Leader (KSL). The KSL reviews the incident details and previous behaviour records, speaks with the student to identify underlying issues, and discusses strategies for improvement while reinforcing expectations. A detention may be issued. Parents may be contacted if necessary, particularly in cases of repeated offences. The KSL may assign appropriate consequences such as a written reflection, loss of privilege, or supervised time-out, and will monitor the student's behaviour for improvement over the following days. All actions and communications are recorded. |
| Step 3 | KSL inform the duty social worker, who investigates and may place the student on report (Maximum 2 reports per term) and contacts the parents. Detention (Reflection) time given at break. Social workers, subject teachers communicate with form tutors to place students on report and set behaviour targets. All incidents are recorded.                                                                                                                                                                                                                                                                                                                                                                       |
| Step 4 | Form Tutor/Teacher involves social workers, and students will be referred to HOS. Students are placed on the HOS Report. (Maximum 2 reports per Term). Parents are notified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Step 5 | Parents are contacted, and a meeting is arranged with HOS, Social worker, and possibly the KSL and Head of Inclusion. Level 1 Written Warning is issued. The Behaviour Improvement plan is signed by students and placed on the SLT report (RED).                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Step 6 | Head of Section and Parents' meeting. Level 2 Warning letter issued, and a Behaviour Contract is signed by the students, Form Tutor and SLT. (continuous on SLT report)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Step 7 | Meeting with the Principal and a level 3 suspension.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Step 8 | Meeting with the Principal and disciplinary exclusion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**Level 2:** Behaviour includes:

- Trespassing

- Serious, abusive, racist or inappropriate language to peers.
- Mocking others (swearing/insulting)
- Physical fighting with other students
- Bullying (on or offline)
- Theft
- Vandalism
- Leaving school without permission
- In possession of or viewing of inappropriate adult material
- Cheating on exams and assignments (e.g. signing documents without the knowledge of parents)
- Providing false documents

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | The teacher/form tutor places the student on the Form Tutor Report (Maximum 2 reports per term) and contacts the parents. Break reflection time. Subject teachers communicate with form tutors to place students on reports and set the targets.<br>In case of violent acts, students will be directly referred to HOS and Social workers and a written level 2 warning will be issued and can or suspended (School's internal). On returning, students will be placed on a HoS report, and a behaviour improvement plan will be signed by the student. |
| Step 2 | The teacher refers the student to the Head of Section and the Social Worker. For investigation. A student may be suspended from school (school's internal suspension letter issued to parents) for a length of time determined by the school. On returning, students are placed on the HoS report and a Behaviour improvement plan is signed by the student.                                                                                                                                                                                            |
| Step 3 | Principal is notified. Parents are contacted and meetings are arranged with HOS and, Social Worker. Level 2 Written Warning is issued. The behaviour contract is signed. Students are placed on the SLT report (RED).                                                                                                                                                                                                                                                                                                                                   |
| Step 4 | Meeting with Principal - Level 3/C3 ADEK suspension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Step 5 | ADEK Exclusion/disciplinary Transfer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Level 3: Behaviour includes:**

- Wilful damage to or destruction of school and personal property
- Fighting (swearing/insulting) with teachers and other staff/ or community members
- Deliberate defiance towards a staff member.
- Rudeness towards a staff member.
- Possession of a weapon/illegal substance/ vapes / etc.
- Sharing or distribution of adult material
- Leaving school without permission.
- Physical contact of a sexual nature — this includes any behaviour that may be perceived as inappropriate, even if intended playfully or casually (for example, slapping another student on the buttocks).
- Behaviour that brings the school into disrepute on or off campus (including online).

|                                 |                                                                                                                                                                                                                                                                                                                  |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1                          | The student is sent to the Social Worker and HOS. The Principal is notified. An incident report is logged. Parents are contacted and the student is suspended (School's internal), and in return student is placed on a behaviour improvement plan. The student will be placed on SLT reports upon their return. |
| Step 2                          | Student gets ADEK level 3 Suspension.<br>A parents' meeting is arranged with the Head of Secondary. Behaviour Contract is signed. The student will be placed on the SLT report. (Red)                                                                                                                            |
| Step 3<br>(For repeated Action) | Meeting with the Principal. The student is suspended from school, and disciplinary transfer procedures are applied.                                                                                                                                                                                              |

## 9. Communication and Parental Partnerships

9.1 The key professional in this process is the class teacher, who has the initial responsibility for the student's welfare.

9.2 Where the behaviour of a student is giving cause for concern, it is important that all those working with the student in school are aware of those concerns, and of the steps being taken in response.

9.3 The school will involve parents at an early stage if their child is persistently behaving unacceptably, and will seek collaboration with them over the situation. At Foundation Stage, any behaviour, whether personal or not, is reported to parents.

9.4 Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

9.5 The school will only communicate with parents about their children, not other children. The school will not give specific details about any sanctions or school action regarding a child to anyone other than the parents or legal guardians of the child.

## 10. Additional Learning Needs

10.1 The usual sanctions are to be applied in almost every case, as all students need to know that there will be a sanction.

10.2 Adults need to show that they understand the feelings and personal circumstances which led to the event are being considered.

10.3 Early warning of concerns should be communicated to the SEND Coordinator (SENCO) so that strategies can be discussed and agreed before more formal steps are required.

10.4 In cases of persistent, inappropriate behaviour, individual behaviour plans (IBPs) will be drawn up to provide students with clear and achievable targets and which will help to identify and quantify progress with specific behaviours.

10.5 We observe ADEK stipulations in that, at BBS, we:

- Ensure that consideration is given before taking any disciplinary action against a student with Additional Learning Needs (ALN). The Head of Inclusion must be consulted as part of the disciplinary process. The student's behaviour should be reviewed in accordance with the tiered model of support to confirm that appropriate interventions, adjustments, and accommodations have been implemented prior to any disciplinary decision.
- Ensure that students with special education needs are not subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- Conduct our policy without discrimination between students with disabilities and other students.

**Note:** The document "Abu Dhabi Education Council Guidelines for Managing Student Behaviour in Abu Dhabi Schools" provides additional details and guidance on all guiding principles mentioned in this policy.

## 11. Monitoring and Review

11.1 All teachers keep a log of incidents of negative or inappropriate behaviour with their class

11.2 The Pastoral Team/SW keep a record of actions taken with more serious or persistent incidents of behaviour.

11.3 A weekly opportunity to discuss any incidents giving cause for concern is provided at Team Meetings.

11.4 All logs are monitored by SLT and the pastoral team on a fortnightly basis.

11.5 This policy is read and reviewed by all staff on a yearly basis.

## Review and Approval

**Review Date:** June 2026

**Next Review Date:** June 2027

**Approved by:**

Principal

BBS Board of Governors

---



---

School Stamp