

Al Sadiq Islamic English School

Behaviour for Learning Policy

Policy Name	Behaviour for Learning Policy 2025-26
Stakeholder	All staff, students, and parents
Policy Directory Reference	Al Sadiq Islamic English School
Policy Lead	Vice Principal - Ms.Aisha Thasneem, Ms.Georgina Drake
Reviewed by	Mr. Julian Williams
Approved by	Ms. Sadia Wajid – Principal
Approved Date	September 2025
Monitoring Cycle	Annually

Purpose

At Al Sadiq Islamic English School, behaviour for learning is central to ensuring a safe, respectful, and inclusive environment where all students can thrive academically, socially, and emotionally. This policy sets out clear expectations for students, staff, and parents, ensuring consistency and fairness in promoting positive behaviour and addressing unacceptable conduct.

Scope

This policy applies to all students, staff, and parents across all phases of the school (FS to KS4). It covers expected behaviours, rewards, sanctions, interventions, and the monitoring processes that ensure students develop responsibility, self-discipline, and respect for others.

Policy Statement

We are committed to fostering a positive climate for learning where high expectations of behaviour are consistently reinforced, safeguarding is prioritised, and restorative practices are embedded to support students in developing resilience, empathy, and accountability.

Expected Behaviour

Behaviour expectations are tailored to developmental stages across FS, Primary, and Secondary. Students are expected to:

- Show respect for themselves, peers, staff, and property.
- Follow instructions the first time given.
- Demonstrate honesty, integrity, and responsibility.

- Contribute positively to a safe and inclusive learning environment.
- Represent the school positively in the wider community.

Every student should:

- Say good morning and greet everyone
- Hold the door for others
- Say please and thank you
- Comfort someone if they are upset
- Congratulate others for their achievements
- Be open to ALL cultures, religions, ideas and nationalities
- Speak politely and respectfully to people, even when angry or upset
- Take responsibility for your action
- Always be punctual
- Respect other people's cultures, feelings and beliefs, as well as their property
- Ensure that your appearance is impeccable and wear your uniform with pride
- Support your school community and be proud of the school you attend

Whilst moving around school, students should:

- Walk on the left
- Walk quietly
- Walk in an orderly manner
- Leave the areas clean and tidy at all times

Behaviour for Learning:

Strategies to promote and support good behaviour in lessons by the teachers:

Positive classroom behaviour in young learners:

- a) Be clear
- b) Be consistent
- c) Be respectful
- d) Keep them engaged
- e) Highlight "good" behaviour

Certain principles and practices are pre-requisites of successful learning and good behaviour:

- Well planned lessons that are suitably differentiated to consider the age, ability and needs of the students and that plan for 'positive opportunities' to happen
- Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- Learning objectives and/or outcomes made clear to students
- routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal
- Regular and frequent assessment and feedback

All classrooms and learning environments should display a 'Classroom Expectation' poster which has been shared and understood by all.

Rewards and Recognition

Positive behaviour is celebrated through assemblies, certificates, Dojo points, merits, student of the week awards, and other recognition systems that reinforce intrinsic motivation and pride.

1. Recognition Systems

- Stickers and Certificates: Immediate rewards for good behaviour, Verbal praise, Class motivational charts reward points.
- In FS, KS1 and KS2-Accumulation of points in Class Dojo: Students earn positive Class Dojo points for following the golden rules or completing good work. At the end of the week the student with the most Dojo points is crowned 'Star of the Week' and receives a certificate in assembly.
- Merit Points and Commendations: Accumulate points. These points can be exchanged for various rewards.
- Recognition in Assemblies: Public acknowledgment of positive behaviour in all key stages. Certificates and commendations presented during assemblies.

2. Incentive Programs

- Class Rewards: Group incentives like extra break time. Special activities for collective achievements.
- Individual Rewards: Personal incentives such as special privileges (line leader, extra
- Leadership roles or responsibilities (e.g, class monitor, school council representative)

By implementing these positive reinforcement and recognition systems, we encourage and reward good behaviour across all key stages, fostering a positive school environment.

Unexpected Behaviour in school:

- Disrespect towards staff, students, or property.
- Disruption in the classroom or school grounds.
- Bullying, harassment, or discrimination.
- Physical or verbal aggression.
- Use of prohibited substances.
- The use of Mobile phones
- Eating during lessons or chewing gum at any time in school
- Use or possession of prohibited items as per UAE law

All unacceptable behaviour is logged and monitored.

Incident reports must be filled for all level 2 or level 3 behaviours.

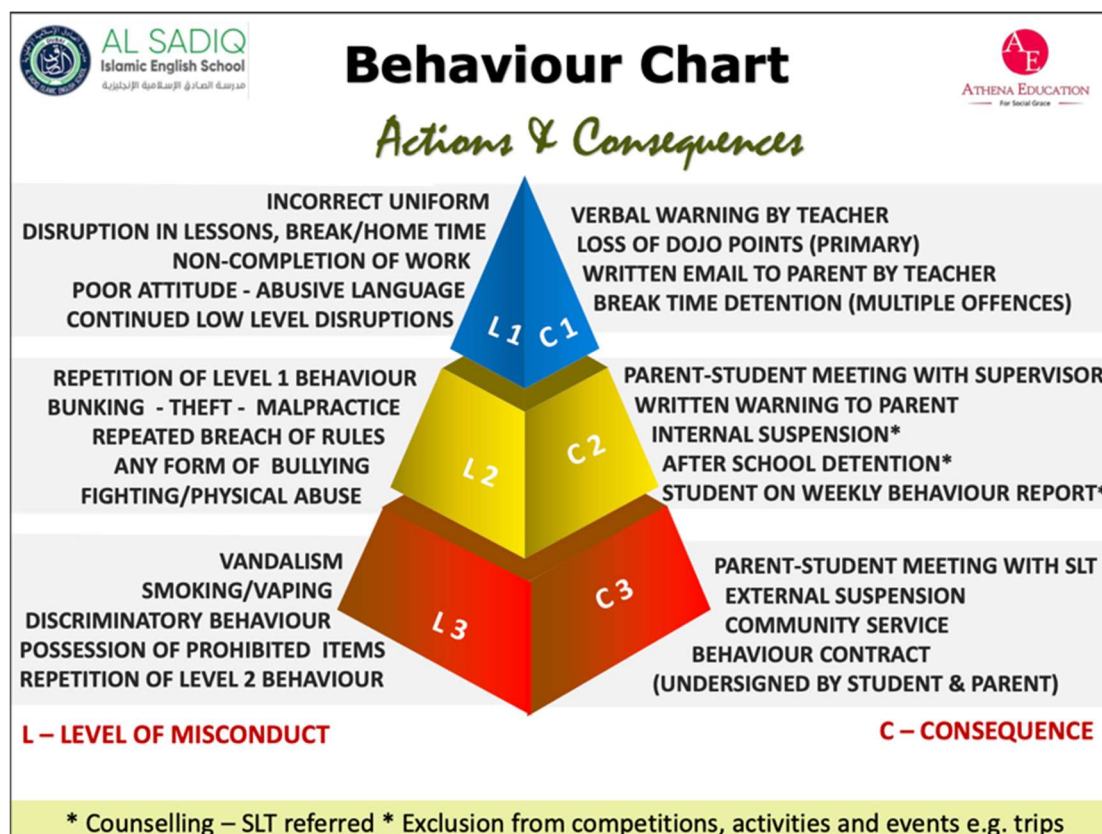
Daily Behaviour Monitoring Record will be applied for repeated behaviour at any level.

Consequences

Unacceptable behaviour is addressed through a tiered pyramid approach:

- Level 1: Minor Unacceptable Behaviour - Low-level disruption managed by class teacher.

- Level 2: Moderate Unacceptable Behaviour - Repeated disruption, escalation to supervisor/Head of Section.
- Level 3: Major Unacceptable Behaviour - Serious or persistent misbehaviour – referred to SLT/Principal. Sanctions may include reflection time, loss of privileges, parental meetings, internal suspension, or fixed-term exclusion.



Monitoring and Evaluation

1. Behaviour Tracking
 - Use of behaviour logs to monitor patterns and identify areas for intervention.
 - Regular review meetings among staff to discuss behaviour trends and individual cases.
2. Feedback Mechanisms
 - Collect feedback from students, parents, and staff on the effectiveness of the behaviour policy.
 - Adjust the policy based on feedback and observed outcomes

PACE Programme

Students who repeatedly show unacceptable behaviour, or major behaviour infractions will be recommended for the The PACE (Positive Attitude and Conduct Enhancement) programme. This programme supports students in modifying behaviour through structured interventions, reflective practices, and individualised support plans.

The PACE programme follows the following steps:

1. **Assessment:** Teachers identify students who would benefit from the PACE programme.

- 2. Goal Setting:** Students set personal and academic goals with the help of mentors.
- 3. Action Plan:** Students and mentors create a tailored action plan to achieve these goals.
- 4. Regular Check-ins:** Weekly check-ins with mentors to monitor progress.
- 5. Review and Reflect:** Monthly reviews to reflect on progress and adjust goals if needed. This is communicate to the parents.

Roles and Responsibilities

Principal: Oversees implementation, ensures fairness, and monitors outcomes.

Vice Principal & Heads of Section: Lead behaviour systems, support staff, and ensure consistency.

Supervisors: Implement policy in collaboration with teachers and parents.

Teachers & TAs: Model positive behaviour, apply rewards/sanctions consistently, and engage parents.

Students: Take responsibility for actions, engage respectfully, and follow school rules.

Parents: Support the school in reinforcing expectations and collaborating on interventions.

Monitoring and Review

Behaviour records will be logged, monitored, and analysed termly to identify trends and inform interventions. The policy will be reviewed annually in consultation with staff, students, and parents, ensuring alignment with KHDA guidelines.

Approval

- **Approved by:** Principal
- **Date:** August 2025
- **Review:** August 2026

Appendices

- Appendix 1 - Behaviour Levels and Consequences
- Appendix 2 - Behaviour Chart
- Appendix 3 - Behaviour Incident Report Form
- Appendix 4 - Behaviour Monitoring Report Card
- Appendix 5 - PACE Programme
- Appendix 7 – Behaviour Contract Template
- Appendix 8 – Exclusion/Suspension Notification Form

Appendix 1:

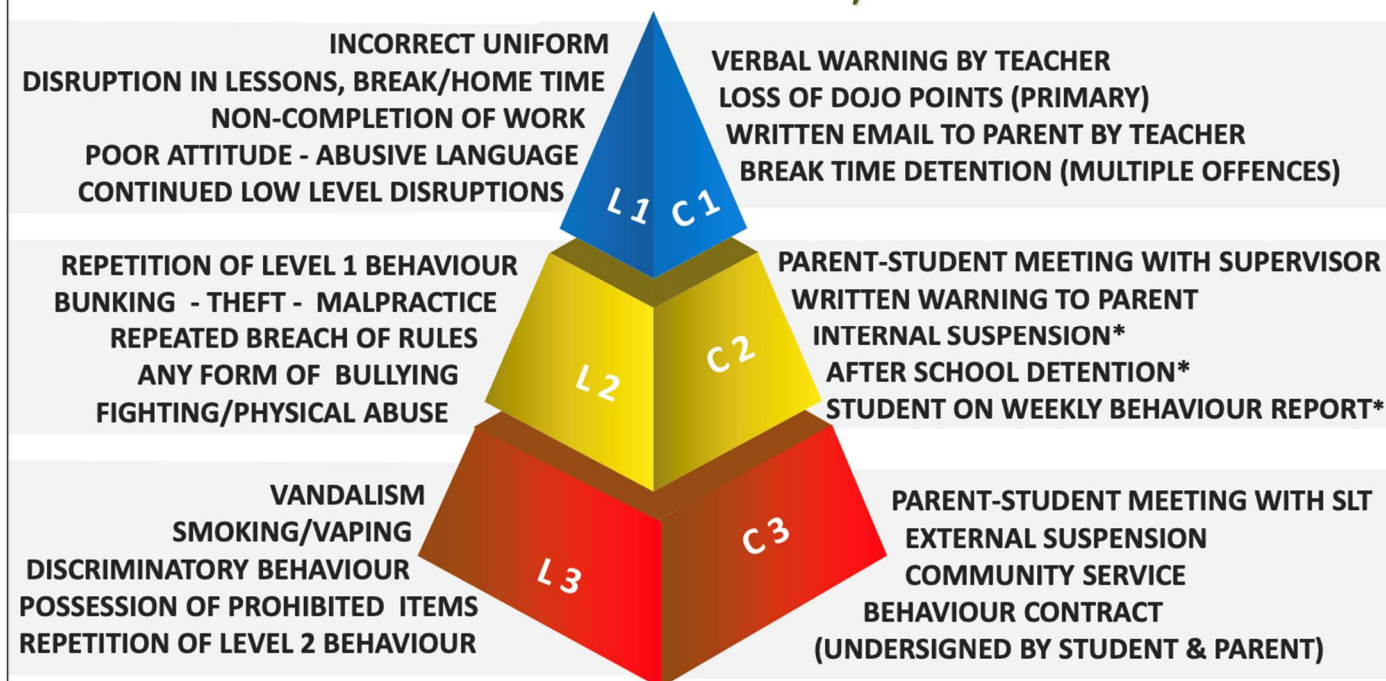
Behaviour Levels and Consequences

<i>Level of Misconduct</i>	<i>Consequences</i>	<i>Person responsible</i>
L1	C1	
<u>Organisation</u> • Incorrect Uniform • Poor Punctuality • Lack of notebooks, other study material • Incomplete home assignments • Non-completion of class work • Books not brought frequently <u>Disruption</u> • -Disrupting others in the classroom from learning • -Use of devices inappropriately in school in lessons • -Disruptive behaviour towards teachers during teaching • -continued low level disruptions after reminders <u>Disrespect</u> • inappropriate behaviour • -Calling other names and teasing them • -Argumentative behaviour with teachers and students • - Break/Home time, running and pushing others • -Poor attitude- abusive language • Snatching other 's things, money, food, devices • moving out of the class, screaming, making different noises during transition time in between lessons, Break time/Home time	Verbal Warning Loss of class dojo points (Primary) Written email to parent Break Time detention (multiple offences) Daily report	Teacher
L2	C2	
<u>Organisation-</u> • Repetition of Level 1 behaviour • Bunking the lessons • Theft- • Malpractice <u>Disruption-</u> • Continued disruption after warning • Repeated use of devices inappropriately • Disrupting the lessons by making various sounds <u>Disrespect-</u>	*Exclusion from competitions, activities and events, trips *Counselling Parent-Student meeting Written warning to parent through email Internal Suspension*	Section Supervisors (Pastoral team)

• Repeated Breach of rules • Any form of Bullying • Abusive language with peers • Fighting/ Physical abuse • Snatching other 's things, money, food, devices	After school detention* Student on weekly behaviour report *	*SLT (Senior Leadership Team) referred
L3	C3	
<u>Organisation-</u> • Repetition of Level 2 behaviour • Truancing from school continues • Failure to attend formal detention • Not completing Level 2 weekly report • Possession of prohibited items/inappropriate • Theft- malpractice <u>Disruption-</u> • Repeated disruption of lessons • Repeated disruptions of lessons <u>Disrespect-</u> • Frequent physical abuse • Bullying in various forms • Repeated incidents of abusive language/behaviour • Running, screaming in Break time/Home time • Malicious behaviour • Vandalism/ Graffiti • Smoking/vaping on site • Abusing a member of staff • Physical abuse, fighting • Racism • Extreme inappropriate language	Parent-student meeting Internal Isolation External suspension Community service Behaviour contract (Undersigned by student and parent)	SLT/Principal

Behaviour Chart

Actions & Consequences



L – LEVEL OF MISCONDUCT

C – CONSEQUENCE

* Counselling – SLT referred * Exclusion from competitions, activities and events e.g. trips



Incident Report

Incident Overview <i>(To be filled by supervisor)</i>			
Time:			
Location:			
Students Involved:	Student Name	Year & Section	SOD / Counselling Register?

Summary of Incident <i>(To be filled by supervisor)</i>

Confiscated Items <i>(To be filled by supervisor)</i>

Safeguarding Concerns <i>(To be filled by supervisor)</i>
☐ Yes <i>If yes – provide details of concern and policy compliance</i> ☐ No

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Medical Attention <i>(To be filled by school doctor, if medical attention was required)</i>

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Incident as seen on CCTV footage <i>(To be filled by Vice Principal after reviewing the CCTV footage)</i>

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Action / Consequences <i>(To be filled by supervisor after approval from Vice Principal)</i>
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Behaviour Support / Counselling <i>(To be filled by counsellor after approval from Vice Principal)</i>
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Parent/Guardian Communication <i>(To be filled by supervisor)</i>	
Date Contacted:	
By Whom:	
Summary of Communication:	
Minutes of meeting sent (date)	

Follow up		
	Follow up Date	Summary of Follow up
Supervisor Follow up		
Doctor Follow up		
HOI Follow up		
VP Follow up		

Further Follow up Required? <i>(To be filled by VP)</i>	
☐ Yes <i>If yes – provide details of concern and policy compliance</i> ☐ No	

Signatures	
Supervisor	
Doctor	
HOI	
VP	
Principal	

Appendix 4 – Monitoring Chart



Behaviour Monitoring Chart

Student Name:	
Class & Section	

Targets	
1.	
2.	
3.	

Each teacher will award 1 mark or 0 marks for Attitude to Work, Behaviour and Level of Achievement. Student to report to Senior Leader at the end of the day.

		Monday		Tuesday		Wednesday		Thursday		Friday	
Time/Lesson	Date:										
		Score	Teacher Initials	Score	Teacher Initials	Score	Teacher Initials	Score	Teacher Initials	Score	Teacher Initials
Registration	Attitude										
	Behaviour										
Period 1	Attitude										
	Behaviour										
	Achievement										
Period 2	Attitude										
	Behaviour										
	Achievement										
Period 3	Attitude										
	Behaviour										
	Achievement										
Lunch Time	Attitude										
	Behaviour										
Period 4	Attitude										
	Behaviour										
	Achievement										
Period 5	Attitude										
	Behaviour										
	Achievement										
Period 6	Attitude										
	Behaviour										
	Achievement										
	Total:										
Signed SLT:											
Signed Parent:											

Appendix 5: PACE Program

Objective: To cultivate a positive attitude and behaviour among students through a structured program aimed at promoting personal growth, social development, and academic success.

Components of the Program:

Mentorship Program:

1. Pair students with mentors (teachers, staff, or older students) who serve as positive role models and provide guidance and support.
2. Mentors conduct regular one-on-one meetings with mentees to discuss goals, challenges, and personal development strategies.

Positive reinforcement:

1. Implement a system of positive reinforcement to acknowledge and reward students for demonstrating positive attitudes and behaviours.
2. Recognise students through certificates, awards, or public commendations during school assemblies or events.

Community Service:

1. Organise community service initiatives to instil a sense of responsibility and compassion in students.
2. In school assigning of duties and task, initiating responsible behaviour, punctuality, commitment and sincerity.

Parental involvement:

1. Engage parents through informational sessions to educate them about the importance of fostering a positive attitude in their children.
2. Encourage parents to reinforce positive behaviours at home and collaborate with school initiatives to support their child's personal development.

Adults within the mentorship framework of the PACE will oversee and implement this program.



Implementation of PACE

Tasks	Person in charge	Outcomes
Identification of students phase wise across the school (students , who are enlisted as behaviour concerns with Counselling department plus)	Mentorship leads Counsellors	By implementing a phased approach, we have successfully categorised and pinpointed students who require additional attention and support in terms of behaviour concerns. Based on the identification process, customised strategies and resources will be developed to address the specific needs of each student.
Create personalised support plans for every student listed in the tracker, guided by insights gathered from observations, surveys, and interviews.	Mentors Mentorship leads	Large majority of students needs will be addressed and they will make meaningful progress in their behaviour, academic performance and overall wellbeing. Mentors are accountable to implement interventions to support the students.
To create a positive behaviour agreement between student and the school	Student Mentor (VP)	



Behaviour Monitoring Chart for _____

Year and Section: _____

Duration (Weeks): _____

Usually/Always	9	☐	☐	☐	☐	☐	☐	☐	☐	☐	9	☐	☐	☐	☐	☐	☐	☐	☐	☐	9				
	8	☐	☐	☐	☐	☐	☐	☐	☐	☐	8	☐	☐	☐	☐	☐	☐	☐	☐	☐	8				
	7	☐	☐	☐	☐	☐	☐	☐	☐	☐	7	☐	☐	☐	☐	☐	☐	☐	☐	☐	7				
Sometimes	6	☐	☐	☐	☐	☐	☐	☐	☐	☐	6	☐	☐	☐	☐	☐	☐	☐	☐	☐	6				
	5	☐	☐	☐	☐	☐	☐	☐	☐	☐	5	☐	☐	☐	☐	☐	☐	☐	☐	☐	5				
	4	☐	☐	☐	☐	☐	☐	☐	☐	☐	4	☐	☐	☐	☐	☐	☐	☐	☐	☐	4				
Never/Seldom	3	☐	☐	☐	☐	☐	☐	☐	☐	☐	3	☐	☐	☐	☐	☐	☐	☐	☐	☐	3				
	2	☐	☐	☐	☐	☐	☐	☐	☐	☐	2	☐	☐	☐	☐	☐	☐	☐	☐	☐	2				
	1	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	☐	☐	☐	☐	☐	☐	☐	☐	☐	1				
		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	

Usually/Always	9	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	9	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	9	Usually/Always
	8	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	8	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	8	
	7	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	7	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	7	
Sometimes	6	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	6	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	6	Sometimes
	5	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	5	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	5	
	4	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	4	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	4	
Never/Seldom	3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	3	Never/Seldom
	2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2	
	1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	
		M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F			

SIGNATURES:

STUDENT

MENTOR

SL



PACE INITIAL MEETING FORM	
PUPIL NAME:	CLASS:
Date of birth: Date plan starts: Date of next review:	Staff working with the pupil:
Skills and Talents	Likes
Achievements	Dislikes
Challenging behaviour	Targets What are we working towards? How do we get there?
Reasons for the behaviour Consult parents/carers and the pupil (where appropriate) when filling out this box. What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen?	Any special educational needs (SEN) that may affect behaviour
Strategies for maintaining positive behaviour How do we maintain positive behaviour? What does the pupil like?	Triggers and warning signs What triggers might cause an incident? How do we prevent an incident?
Agreement: Student name	Staff name

PACE INITIAL MEETING FORM	
PUPIL NAME:	CLASS:

Student signature	Staff signature
Date	Date

Behaviour plan evaluation and next steps:
 How effective is the plan? Record suggestions to be considered when this plan is reviewed.

Log of meetings:			
Date	Details	Next steps	Follow up

Behaviour Contract

This Behaviour Contract is designed to support positive behaviour choices and provide a clear framework for expectations.

By signing this agreement, the student, parent, and school commit to working together to ensure success.

Student Name:	
Class/Year:	
Date:	

Behaviour Expectations

The following expectations must be adhered to. Please tick each box to acknowledge understanding:

- ☐ Follow school rules at all times
- ☐ Show respect to staff, peers, and school property
- ☐ Attend all lessons punctually and prepared to learn
- ☐ Complete classwork and homework to the best of my ability
- ☐ Refrain from disruptive or inappropriate behaviour
- ☐ Seek help when struggling instead of giving up
- ☐ Use respectful and appropriate language at all times
- ☐ Uphold the school's values both inside and outside the classroom

Support from the School

The school agrees to provide the following support to help the student meet behaviour expectations:

- ☐ Regular check-ins with class teacher/mentor
- ☐ Counselling or wellbeing support if required
- ☐ Clear guidance and feedback on behaviour progress
- ☐ Opportunities to reflect and improve behaviour
- ☐ Communication with parents regarding progress

Signatures

Student: _____ **Date:** _____

Parent/Guardian: _____ **Date:** _____

Class Teacher: _____ **Date:** _____

Head of Section: _____ **Date:** _____

Appendix 8:



Al Sadiq Islamic English School

Exclusion / Suspension Notification

Name of Student:		Parent / Guardian Name:	
GR Number:		Contact Number:	
Class / Year Group:		Email Address:	

Details of Exclusion / Suspension

Type of Action: ☐ Suspension ☐ Exclusion

Duration of Suspension (if applicable):	
Start Date:	
End Date:	

Date of Notification: _____

Reason for Exclusion / Suspension

- ☐ Repeated breaches of school rules
- ☐ Serious behaviour incident
- ☐ Endangerment to safety of self or others
- ☐ Bullying / Harassment
- ☐ Other (please specify): _____

Summary of Incident (Attach behaviour report and investigation records)

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Support and Next Steps

Meeting with Parent/Guardian scheduled on: _____

Reintegration plan / Behaviour contract required: ☐ Yes ☐ No

Additional support recommended (e.g., counselling, ILSA, mentoring):

Authorisation

Head of Section:	_____	Signature:	_____ Date: _____
Vice Principal:	_____	Signature:	_____ Date: _____
Principal:	_____	Signature:	_____ Date: _____

Parent / Guardian Acknowledgement

I acknowledge receipt of this notification and understand the reason(s) for my child's suspension/exclusion.

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