

## BEHAVIOUR POLICY

### AMITY MISSION STATEMENT

*It is our mission to create an engaging and challenging learning environment where students are encouraged to excel intellectually, academically and socially. We nurture our students' natural desires to learn with a personalised educational programme, project-based learning and guided enquiry. These promote the development of independent thinking, critical analysis, emotional intelligence and essential communication skills. Amity International School aims to serve all its students by preparing a diverse range of courses, programmes, resources and facilities that serve students' individual talents and interests, and help them secure the best chance of success and happiness in both their professional and personal lives.*

### RATIONALE

Amity International School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing conduct, and dynamic interventions that support staff and learners. All members of our community deserve to feel happy, safe, respected, and included, and it is the responsibility of all members to promote and encourage positive behaviour throughout the school. We are all expected to maintain the highest standards of personal conduct, to accept responsibility for our behaviour and to encourage others to do the same. This school climate will encourage our students to make the right choices and prevent and reduce inappropriate behaviours such as bullying, harassment and intimidation.

### PURPOSE

All members of the Amity community, including staff, students, parents and visitors, are responsible for upholding high expectations for behaviour. Our approach is centred on modelling and promoting positive reinforcement grounded in restorative practice, with the aim of building a community which values kindness, respect, good humour, good temper and empathy for others. In doing so, we promote community cohesion through improved relationships. Amity International Abu Dhabi adheres to the guidelines stipulated by ADEK, which form the foundation of the Behaviour Guidelines across the school. Whilst grounded in restorative practice and with a supportive intention, these guidelines allow staff to deliver equitable, empathetic and consistent support to all learners (please see Appendix 1 and Appendix 2).

### RESPONSIBILITIES

#### Staff will:

- Create a safe and stimulating environment in which all children can learn
- Treat students with consistency and respect at all times
- Foster good relationships, leading by example
- Maintain regular communication with parents about their child's behaviour, including both positive achievements and areas for improvement
- Record behaviour incidents and actions on Nexquare
- Adhere to the Behaviour Policy and required steps in creating supportive pathways for students
- Ensure that behaviour expectations are clearly understood by students and parents
- Adhere to and abide by the Cultural Consideration policy as outlined by ADEK

#### Students will:

- Treat others with consideration, respect and kindness, demonstrating the Amity Values
- Follow instructions from teachers and other staff (including those on the bus) with the understanding that these are issued to ensure learning, wellbeing and safeguarding
- Care for and take pride in the environment of the school

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- Whilst wearing the uniform and representing the school, students are expected to model the values and behaviour of the school
- Resolve conflicts appropriately, seeking adult help if needed
- Adhere to and abide by the Cultural Consideration policy as outlined by ADEK

**Parents will:**

- Support the school's values and focus on positive behaviour intervention
- Ensure the students are well prepared for school, including having the correct uniform and equipment, and that their nutritional needs are met
- Raise concerns with staff and be told when their child is experiencing difficulties
- Ensure children attend regularly and on time
- Be aware of the strategies of the school and reinforce these at home
- Promote good behaviour, politeness, courtesy and consideration for others
- Inform the school of any concerns that may affect the behaviour of their child.
- Adhere to and abide by the Cultural Consideration policy as outlined by ADEK

**Visitors will:**

- Abide by, respect and adhere to the behaviour expectations and protocols  
Adhere to and abide by the Cultural Consideration policy as outlined by ADEK

## **APPENDIX 1**

### **BEHAVIOUR GUIDELINES**

**Behaviour Management:**

- All staff within the school use kindness, encouraging language, praise and positive reinforcement both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded
- Strategies agreed are applied by all to ensure fairness and consistency across the Primary School
- There is a need to focus on positive rather than negative behaviour
- Staff should model the behaviour they want to see and praise specific behaviours frequently
- Reward positive behaviour with attention and positive reinforcement, including Dojo Points/House Points/praise/stickers/stamps/Star of the Week/VIP etc.
- Parents should be made aware of positive behaviour events in school.

### **Recording of Behaviour Incidents**

The school uses Nexquare to describe and log behaviour. All negative behaviour will be logged on the school's system for managing information.

### **PRIMARY SCHOOL**

These guidelines support the fundamental principle that positive reinforcement with an emphasis on offering solutions and working together with the community lies at the basis of behaviour management. In the primary school we follow a positive behaviour policy grounded in restorative practice.

These guidelines support the management of positive behaviour of students enrolled in the primary school below Year 6, as stipulated **by Ministerial Decision no. (206) for the year 2020**. The following table is considered guidance for levels of different behaviour that can be found on Nexquare. The table is not exhaustive.

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## PRIMARY SCHOOL GUIDELINES UNTIL YEAR 5

Level 1 – L1	Level 2 – L2	Level 3 – L3
<ul style="list-style-type: none"> <li>• Rude behaviour towards peer or staff</li> <li>• Mocking others</li> <li>• Use of electronic devices in school without permission</li> <li>• Inappropriate use/misuse of IT during lesson time or at breaks and lunch</li> <li>• Tardiness (up to 10 minutes)</li> <li>• Failure to bring the correct equipment to lessons</li> <li>• Incomplete school uniform</li> <li>• Disruptive in the classroom, around school and on the bus/school transport</li> <li>• Breaking school rules (classroom, corridor, break areas, busses)</li> <li>• Defying staff instructions</li> <li>• Bad language (swearing or abusive, inappropriate language to another or self)</li> <li>• Any behaviour of a similar description as determined by the school behaviour team</li> </ul>	<ul style="list-style-type: none"> <li>• Taking, keeping or publishing photographs of school staff or students without authorisation</li> <li>• Misuse of electronic devices during class/break/using VPN</li> <li>• Repeated use of electronic devices in school without permission</li> <li>• Missing lessons/Truancy</li> <li>• Persistent Level 1</li> <li>• Trespassing/being out of bounds</li> <li>• Minor theft</li> <li>• Mocking behaviour towards peers or staff</li> <li>• Damaging Property/Minor vandalism</li> <li>• Fighting (including play fighting) provoking/instigating fights or threatening or frightening other students</li> <li>• All forms of discrimination/abusive/racist/inappropriate language as a response to teacher instruction or towards another student</li> <li>• Any behaviour of a similar description as determined by the school behaviour team</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent L2 behaviour</li> <li>• Fighting with teachers, staff or community members</li> <li>• Major theft</li> <li>• Wilful damage and destruction to school and personal property</li> <li>• Possession of dangerous objects/weapons/explosives</li> <li>• Sharing of inappropriate material (hard copy or online), including photos</li> <li>• Severe or persistent mental or physical bullying or torture</li> <li>• Physical and/or sexual assault</li> <li>• Any behaviour of a similar description as determined by the school behaviour team</li> </ul>

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<b>Level One – General Support</b>		
Within this level, students are supported as part of regular classroom practice. Positive methods are used to address challenging, unsafe, and undesirable behaviours. Students are given the opportunity to reflect on their choices.		
<b>Occurrence</b>	<b>Action</b>	<b>Support</b>
First occurrence	Non-verbal warning and positive reinforcement of desired behaviour	1. The teacher models desired behaviour and uses praise and positive reinforcement to support this.
Second occurrence	Clear and concise verbal warning about expectations and behaviour shared	1. Teacher clearly explains expected behaviour and why it is needed (e.g. safety, respect, etc.) to support guided reflection 2. Praise and positive reinforcement to support this. 3. Log in detail on Nexquare using appropriate behaviour indicator
Third occurrence	Second verbal warning shared, including the message that it will need to be escalated to parents and YGL if it persists	1. Time out with YGL/HOY for reflection 2. Incident logged on Nexquare in detail using appropriate behaviour indicator (this should be the second log of the same behaviour) 3. Parents informed by class teacher through call/in person
Fourth and subsequent occurrences	Escalated to YGL/HOY Behaviour Support Letter Individualised Behaviour Support Plan	1. Time out with YGL/HOY 2. Incident logged on Nexquare in detail using appropriate behaviour indicator (this should be the third log of the same behaviour) 3. Parents informed by YGL/HOY 4. Behaviour Support Letter and Plan developed and shared with parents (SLT/CT)

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<b>Level 2 – Targeted Support</b>		
This level targets students who have not responded to strategies at the general support level (Level One) or who have demonstrated Level 2 behaviour. Strategies tailored to individual needs and circumstances are implemented, and additional steps to support behaviour are undertaken. A team including teachers, parents, SLT and inclusion support and/or a counsellor (if appropriate) work collaboratively to develop an individualised programme and monitor progress. If the child achieves an acceptable level with targeted support, they return to L1.		
<b>Occurrence</b>	<b>Action</b>	<b>Support</b>
First occurrence	The student has reflection time with a SLT member (YGL/HOY if unavailable immediately). Behaviour Support Letter Individualised Behaviour Support Plan	<ol style="list-style-type: none"> <li>1. Incident logged in detail on Nexquare in detail using appropriate behaviour indicator</li> <li>2. SLT members work with YGL/HOY to call a meeting around the child with appropriate parties (inclusion, counsellor, etc.).</li> <li>3. YGL member contacts parents – Meeting arranged to develop and share Behaviour support letter and plan with SLT input</li> <li>4. Progress against plan carefully monitored</li> </ol>
Second occurrence	The student has reflection time with SLT/Inclusion/Counsellor as appropriate. SLT to decide whether the student is excluded internally/externally.	<ol style="list-style-type: none"> <li>5. SLT member contacts parents with update</li> <li>6. Incident logged on Nexquare in detail using appropriate behaviour indicator, with reference made to behaviour plan</li> <li>7. Parents are contacted</li> <li>8. Behaviour committee discuss internal/external exclusion dependent on severity of incident</li> </ol>
Third and subsequent occurrences	The student is sent home. Behaviour committee to decide whether the student is excluded externally.	<ol style="list-style-type: none"> <li>9. Parents join back to school meeting in which behaviour plan is reviewed and it is explained that the child is moving onto Level 3 measures</li> </ol>

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**Level 3 – Intensive Support**

This level targets students who have not responded to Level Two, who display aggressive behaviour, behaviour inappropriate for their age, or behaviour that negatively impacts their learning or the learning of other students.

At this level, specialist interventions are provided, based on assessments by specialists; an individualised therapeutic plan is developed, focusing on strategies to help students achieve their individual goals. Additional support may be provided by specialists within or outside the educational system. If the child makes acceptable progress in intensive support, they will return to targeted support.

Occurrence	Action	Support
First occurrence	Student has reflection time with SLT member or Head of inclusion/counsellor if appropriate SLT and/or Head of Inclusion to decide whether the student is excluded internally. Behaviour Support (Level 3)	<ol style="list-style-type: none"> <li>1. Incident logged on Nexquare in detail using appropriate behaviour indicator</li> <li>2. Behaviour plan is used as a reflection tool with student</li> <li>3. SLT or Head of Inclusion as appropriate, contacts parents immediately and sets up a meeting</li> <li>4. During meeting, behaviour plan is reviewed and/or formal recommendation is made by the school for external educational/behavioural assessment if deemed necessary</li> </ol>
Second occurrence	Student has reflection time with SLT member or Head of Inclusion/counsellor if appropriate SLT and/or Head of Inclusion to decide whether the student is excluded internally or externally.	<ol style="list-style-type: none"> <li>1. SLT member contacts parents with update</li> <li>2. Incident logged on Nexquare using the appropriate behaviour indicator, with reference made to the behaviour plan and/or request made previously for formal assessment.</li> <li>3. Parents are contacted</li> <li>4. If student is sent home, return to school meeting must be held</li> </ol>
Third occurrence	SLT, Head of Inclusion/Counsellor meet to discuss. The student is sent home with an external exclusion.	<ol style="list-style-type: none"> <li>1. Incident logged on Nexquare using appropriate behaviour indicator</li> <li>2. Parents are contacted</li> <li>3. Formal final warning letter is issued</li> <li>4. Return to school meeting is held.</li> </ol>
Subsequent occurrences	If the child does not make progress, continues to display harmful and undesirable behaviour despite receiving targeted and intensive support, and if all procedures are documented, the child's presence becomes a significant physical or educational risk to themselves or others. In such cases, the teacher, counsellor, and school principal should consider referring the child to a specialised institution to meet their needs.	

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### SENIOR SCHOOL AND YEAR 6 BEHAVIOUR GUIDELINES

**Behaviour guidelines Year 6 – 13:** These guidelines support the management of positive behaviour of students enrolled in the school above Year 5, as stipulated by the ADEK School Student Behaviour Policy (V1) published January 2024.

The following table is considered guidance for levels of different behaviour that can be found on Nexquare. The table is not exhaustive.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.</li> <li>Failing to attend classes on time repeatedly without an acceptable excuse.</li> <li>Incorrect School uniform/wearing of school uniform (including PE kit)</li> <li>Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom</li> <li>Not bringing books and other resources for school without an acceptable excuse, including an iPad.</li> <li>Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).</li> <li>Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during an ADEK-approved study leave)</li> <li>Leaving or entering the classroom during class time without permission.</li> <li>Not attending mandatory school activities and events without an acceptable excuse.</li> <li>Inciting quarrels, threatening, or intimidating peers in the school.</li> <li>Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy.</li> <li>Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators).</li> <li>Taking out and/or using mobile phones at school without permission and misusing any</li> </ul>	<ul style="list-style-type: none"> <li>Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.</li> <li>Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them).</li> <li>Leaving the school premises without permission.</li> <li>Seizure, destruction, and/or vandalism of school property.</li> <li>Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.</li> <li>Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.</li> <li>Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Using forms of communication (e.g., social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.</li> <li>Possessing, using, or distributing weapons or objects used as weapons (e.g., arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.</li> <li>Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.</li> <li>Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.</li> <li>Premeditated theft and/or engaging in its cover-up.</li> <li>Capturing, possessing, viewing, or distributing information/media (audio,</li> </ul>

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<ul style="list-style-type: none"> <li>Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission). Any other forms of misconduct similar to the above as per the discretion of the Behavioural</li> </ul>	<p>means of communication (e.g., sending frightening videos to young students).</p> <ul style="list-style-type: none"> <li>Verbally abusing or insulting any member of the school community (including visitors).</li> <li>Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia (e.g., shisha, e-cigarettes/vaping, lighters, or pipes) on the school premises, on the bus, or during school activities offsite.</li> <li>Refusing to respond to inspection instructions or to hand over banned items.</li> <li>Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee</li> </ul>	<ul style="list-style-type: none"> <li>Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.</li> <li>Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee</li> </ul>	<p>images, videos, etc.) with unlawful content (e.g., pornography, terrorist/extremist videos).</p> <ul style="list-style-type: none"> <li>Leaking exam questions or engaging in related activities.</li> <li>Setting fire to the school premises.</li> <li>Insulting political, religious, or social figures in the UAE.</li> <li>Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.</li> <li>Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee</li> </ul>
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Level 1 – Targeted Support		
Occurrence	Action	Support
<b>First Occurrence</b>	<b>Verbal warning:</b> Discuss the expected change in behaviour with the student.	<ol style="list-style-type: none"> <li>1. The teacher speaks to the student about their behaviour during/at the end of the lesson.</li> <li>2. Teacher – Incident recorded on Nexquare</li> <li>3. Reflection/de-escalation time if needed depending on the behaviour (approximately 15 minutes) in allocated room with a member of staff, restorative conversation with a teacher or Inclusion Team</li> <li>4. If a device is used without permission repeatedly, the device is handed to the teacher, who passes it to the pastoral lead or DHT. The student collects the device at the end of the day.</li> </ol>
<b>Second Occurrence</b>	<b>Written warning:</b> Notify the parent in writing about the student's misconduct.	<ol style="list-style-type: none"> <li>1. Teacher – Incident recorded on Nexquare including actions taken and outcomes</li> <li>2. Teacher – calls parent on the same day to inform about incident – Share overview of phone call on Dojo for written record</li> <li>3. Teacher – email YGL/FT and Pastoral Lead with update/FYI</li> <li>4. Reflection/de-escalation time if needed depending on the behaviour (approximately 15 minutes) in allocated room with teacher/YGL/FT , restorative conversation with Teacher or Inclusion staff</li> </ol>
<b>Third Occurrence</b>	<b>Written warning:</b> Notify the parent in writing and hold a meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parents are required to sign an undertaking to support the agreed strategy.	<ol style="list-style-type: none"> <li>1. Teacher – Incident recorded on Nexquare</li> <li>2. including actions taken and outcomes</li> <li>3. Pastoral Lead – calls parent on the same day to inform about incident and to set up meeting to agree reasonable joint home-school strategy – Overview of conversation shared via email.</li> <li>4. Reflection/de-escalation time if needed depending on the behaviour (approximately 15 minutes) in the allocated room with a member of staff, restorative conversation with a teacher or inclusion staff.</li> </ol>
<b>More than Three Occurrences</b>	<b>Written warning:</b> Notify the parent in writing and summon the parent together with the Behavioural Management Committee to agree on how to implement a set of strategies aiming at reducing negative behaviour.	<ol style="list-style-type: none"> <li>1. Teacher – Incident recorded on Nexquare, including actions taken and outcomes.</li> <li>2. Teacher – inform YGL/FT and Pastoral Lead</li> <li>3. Pastoral Lead to liaise with HoS</li> <li>4. HoS to set up meeting with parents</li> <li>5. Pastoral Lead – develops behaviour support letter and plan.</li> <li>6. Behaviour support letter and plan to be discussed in a meeting with parents by Pastoral Lead/CT/YGL/FT</li> </ol>

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Level 2 – Targeted Support		
Occurrence	Action	Support
<b>First Occurrence</b>	<b>Written warning:</b> Instruct the student to sign an undertaking not to repeat the offence (in the presence of a parent). Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour.	<ol style="list-style-type: none"> <li>1. The student is removed from the lesson/situation by YGL, Inclusion or SLT member.</li> <li>2. Student to discuss and reflect on what has happened, followed by restorative conversation – Pastoral Lead/YGL/CT/FT</li> <li>3. Teacher – takes statement and records on Nexquare</li> <li>4. Pastoral Lead – calls the parents and informs them that a behaviour support letter and plan will be developed. Invite parents in for a meeting.</li> <li>5. Safeguarding Team alerted when appropriate – by pastoral lead</li> </ol>
<b>Second Occurrence</b>	<b>Onsite suspension:</b> Temporarily suspend the student for up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the Behavioural Management Committee to agree to a set of strategies for reforming the student's behaviour. The parent is required to sign an undertaking to support the agreed strategy.	<ol style="list-style-type: none"> <li>1. The student is removed from the lesson/situation by YGL/Inclusion/SLT.</li> <li>2. SLT – decide whether it is appropriate for the student to temporarily remain under supervision or be sent home</li> <li>3. Restorative conversation with CT/FT/YGL/inclusion/SLT to take place.</li> <li>4. Pastoral Lead to call parents and notify regarding the second behaviour support letter</li> <li>5. Pastoral Lead to draft second letter with agreed strategies</li> <li>6. Pastoral Lead and HoS – If student is sent home, back to school meeting must be scheduled for the next morning before re-joining class</li> </ol>
<b>Third Occurrence</b>	<b>Onsite suspension:</b> Temporarily suspend the student for up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioural Management Committee to agree to a final set of actions for reforming the student's behaviour. The parent is required to sign an undertaking to support the agreed strategy.	<ol style="list-style-type: none"> <li>1. The student is removed from the lesson/situation by YGL/Inclusion/SLT.</li> <li>2. SLT – decide whether it is appropriate for the student to temporarily remain under supervision or be sent home</li> <li>3. Restorative conversation with CT/FT/YGL/inclusion/SLT to take place.</li> <li>4. The pastoral lead calls the parents to notify them regarding the final behaviour support letter.</li> <li>5. Pastoral Lead to draft letter with agreed final provisions/strategies</li> <li>6. Pastoral Lead to liaise with Reception to set up meeting and share final provisions/strategies</li> <li>7. Pastoral Lead and HoS – If student is sent home, back to school meeting must be scheduled for the next morning before re-joining class</li> </ol>

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<b>More than Three Occurrences</b>	<b>Expulsion:</b> Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.	<ol style="list-style-type: none"> <li>1. The student is removed from the lesson/situation by YGL/Inclusion/SLT.</li> <li>2. SLT informed immediately</li> <li>3. SLT to call parents requesting collection</li> <li>4. The behaviour committee to decide whether expulsion is appropriate.</li> <li>5. Student is offsite</li> </ol>
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Level 3 – Targeted Support		
Occurrence	Action	Support
<b>First Occurrence</b>	<b>Onsite suspension:</b> Immediately suspend the student inside the school. The Behavioural Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform them of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.	<ol style="list-style-type: none"> <li>1. The student is removed from the lesson/situation by YGL/Inclusion/SLT.</li> <li>2. SLT – decide whether it is appropriate for the student to temporarily remain under supervision or be sent home</li> <li>3. SLT to contact parents immediately</li> <li>4. Restorative conversation with CT/YGL/ inclusion /SLT to take place.</li> <li>5. Contact counsellor/Inclusion if appropriate</li> <li>6. Pastoral Lead – calls parents and informs them that a behaviour support letter and plan will be developed.</li> <li>7. Invite parents to discuss letter and plan</li> </ol>
<b>Second Occurrence</b>	<b>Offsite suspension:</b> Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a final written warning. Summon the student	<ol style="list-style-type: none"> <li>1. Student removed from lesson/situation by YGL/Inclusion/SLT.</li> <li>2. SLT to notify parents immediately</li> <li>3. SLT – student is given onsite exclusion until collected by parents for offsite exclusion</li> <li>4. SLT – investigate; Behaviour committee meet and decides final disciplinary actions</li> </ol>

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	and the parent to the school to present the Committee's decision.	<ol style="list-style-type: none"> <li>5. Final written warning issued</li> <li>6. Parent meeting with HoS/VP/Principal</li> <li>7. SLT- determine appropriate support for reintroduction of student to school</li> <li>8. SLT – student to adhere to behaviour plan on return to school</li> </ol>
<b>Third Occurrence</b>	<p><b>Expulsion:</b> Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.</p>	<ol style="list-style-type: none"> <li>1. Student removed from lesson/situation by YGL/Inclusion/SLT.</li> <li>2. SLT to contact parents immediately</li> <li>3. SLT – student given onsite exclusion until collected by parents for offsite exclusion</li> <li>4. SLT – investigate; Behaviour committee meets and decides final disciplinary actions</li> <li>5. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy.</li> </ol>

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Level 4 – Targeted Support		
Occurrence	Action	Support
<b>First Occurrence</b>	<b>Offsite suspension:</b> Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.	<ol style="list-style-type: none"> <li>1. Student removed from lesson/situation by YGL/Inclusion/SLT.</li> <li>2. SLT to contact parents immediately</li> <li>3. SLT – student given onsite exclusion until collected by parents for offsite exclusion</li> </ol> SLT – investigate; Behaviour committee meets and decides final disciplinary actions
<b>Second Occurrence</b>	<b>Expulsion:</b> Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offence, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy.	<ol style="list-style-type: none"> <li>1. Student removed from lesson/situation by YGL/Inclusion/SLT</li> <li>2. SLT to contact parents immediately</li> <li>3. SLT – student given onsite exclusion until collected by parents for offsite exclusion</li> <li>4. SLT – investigate; Behaviour committee meets and decides final disciplinary actions</li> </ol>

Authorised by: Executive Principal  
 Maintained by: Head of Pastoral  
 Review date: December 2026