



ST. MARY'S *Catholic High School, Dubai*

BEHAVIOUR FOR LEARNING POLICY

2025-2026

BEHAVIOUR for LEARNING POLICY

At St. Mary's Catholic High School, Dubai, we believe that every child has the right to learn in a safe and caring environment and every teacher has the right to teach in an environment that promotes learning. Our Behaviour for Learning Policy emphasizes the need for everyone to take responsibility for their behaviour and to support the learning of others. To support this positive learning environment, we want our children to be honest, respectful, caring and responsible. We expect high standards of behaviour so that everyone can enjoy a happy and safe environment in which each individual feels respected and valued.

As with all the policies of the school, we believe that our stated mission and vision underlie the ethos of the school and underpin everything that the school stands for.

MISSION STATEMENT

We serve with compassion to develop a deep sense of integrity, mutual respect and tolerance within the Marian family so that the uniqueness of each person is celebrated, allowing them to holistically develop as successful learners and responsible citizens.

VISION

We envision ourselves as a school community that consistently strives to develop highly independent learners who confidently showcase innovation through meaningful reflection and purposeful collaboration. We aim to achieve this by ensuring every teacher inspires students through effective questioning and feedback to reach their highest potential in a culturally diverse society.

The Behaviour for Learning Policy at St. Mary's Catholic High School is designed to create a safe, respectful, and inclusive environment where positive behaviour actively supports learning, wellbeing, and personal development. Rooted in the school's mission and values, the policy promotes shared responsibility, self-discipline, and mutual respect. Clear roles and responsibilities ensure that behaviour expectations are consistently taught, modelled, and reinforced, enabling all students to thrive academically, socially, and emotionally.

OBJECTIVES:

This policy has been developed to ensure that all stakeholders, including students, teachers, middle leaders, and senior leadership, have a clear and shared understanding that positive behaviour is essential to effective learning and wellbeing. High standards of behaviour are expected and actively supported by all members of the school community. Where expectations are not met, appropriate and proportionate consequences will be applied, taking into account individual circumstances and guided by professional judgement.

The aims of this policy in practice are to:

- Promote our core values and the 'Marian Promise' through consistent expectations and positive role modelling
- Reinforce positive behaviour at every opportunity so that students clearly understand acceptable and unacceptable behaviour
- Educate students to take increasing responsibility for their behaviour and its impact on others
- Ensure students feel valued as members of the Marian family and understand their role within the school and wider community
- Encourage students to take ownership of behaviour through agreed classroom expectations, reflection, and restorative practices

Staff will use their professional discretion and take into account children's individual personal circumstances.

The Marian Promise serves as a key reminder upon which the school's value system is communicated to ALL students.

THE MARIAN PROMISE

- ❖ Respect and value myself, each other and take care of school property.
- ❖ Speak positively, politely and with dignity at all times.
- ❖ Wear my uniform with dignity and pride.
- ❖ Be punctual at all times.
- ❖ Be honest and truthful always.
- ❖ Celebrate the diversity of my school community.
- ❖ Work responsibly to the best of my ability at all times.



ROLES AND RESPONSIBILITIES

Senior Leadership Team (SLT)

The Principal, Vice Principal, and Senior Leadership Team are responsible for the strategic oversight and consistent implementation of the Behaviour for Learning Policy. They will:

- Model high standards of respectful, professional behaviour at all times.
- Ensure behaviour expectations are applied consistently, fairly, and proportionately across all phases of the school.
- Monitor behaviour trends through incident records, attendance data, and pastoral reports to identify patterns and areas requiring intervention.
- Ensure all behaviour management practices are aligned with the school's Safeguarding, Inclusion, Anti-Bullying, and Child Protection policies.
- Support staff in managing complex or persistent behaviour concerns, including those linked to student wellbeing, safeguarding, or additional learning needs.
- Lead and oversee restorative practices, enabling students to reflect on behaviour, repair relationships, and reintegrate positively into learning.
- Communicate clearly and constructively with parents, adopting a solution-focused and collaborative approach.
- Ensure all serious sanctions, suspensions, or exclusions comply with KHDA regulations, Ministry of Education guidelines, and UAE Child Protection Law.
- Provide guidance, coaching, and professional support to Heads of Department and teaching staff.
- Review the effectiveness of the Behaviour for Learning Policy annually and contribute to its continuous improvement.

Subject Leaders

Subject Leaders are responsible for embedding positive behaviour expectations within teaching and learning. They will:

- Promote consistent behaviour expectations within their departments.
- Support teachers in implementing agreed behaviour management strategies in classrooms and shared learning spaces.

- Monitor subject-specific behaviour trends and support early intervention.
- Guide teachers in addressing low-level and repeated behavioural concerns before escalation.
- Ensure behaviour expectations are clearly communicated to students and reinforced through teaching practice.
- Liaise with Senior Leadership regarding serious or ongoing behaviour concerns.
- Participate in meetings with students and parents where behaviour impacts learning.
- Support reasonable adjustments for students with additional learning or behavioural needs, in collaboration with Student Support Services.
- Encourage the consistent use of praise, recognition, and positive reinforcement.
- Contribute to behaviour monitoring, evaluation, and whole-school improvement.

Teachers

Teachers play a central role in establishing and maintaining a positive, respectful, and safe learning environment. They will:

- Model respectful, calm, and professional behaviour at all times.
- Establish clear classroom routines and behaviour expectations that are age-appropriate and inclusive.
- Reinforce positive behaviour through praise, recognition, and encouragement.
- Address low-level disruption promptly using agreed school strategies and professional judgement.
- Apply behaviour expectations consistently and fairly.
- Use restorative approaches to support reflection and positive behaviour change.
- Recognise behaviour as a form of communication and respond with empathy and guidance.
- Make reasonable adjustments for students with additional learning or emotional needs, in line with the Inclusion Policy.
- Communicate behaviour concerns to parents in a timely and professional manner.



- Maintain accurate behaviour records in line with school procedures.
- Uphold safeguarding responsibilities and report concerns immediately to the Designated Safeguarding Lead.
- Referring to serious or persistent behaviour concerns to Heads of Department or Senior Leadership.

All staff are expected to work collaboratively to promote a calm, respectful, and inclusive school culture that supports student wellbeing and high-quality learning.

Parents

Parents play a vital role in supporting positive behaviour and student wellbeing. In partnership with the school, parents are expected to:

- Support and uphold the school's values, ethos, and Behaviour for Learning expectations.
- Encourage and support their child in adhering to this policy and making positive behaviour choices.
- Reinforce respect, responsibility, and self-discipline at home.
- Inform the school promptly of any changes in personal or family circumstances that may affect their child's behaviour, wellbeing, or learning.
- Maintain open and respectful communication with the school regarding behaviour concerns.
- Uphold the KHDA Parent–School Contract and comply with school policies and procedures.
- Attend meetings when requested to discuss behavioural concerns, progress, and potential support or interventions.
- Work collaboratively with staff to support agreed behaviour strategies and improvement plans.



RIGHTS AND RESPONSIBILITIES

Students

St. Mary's believes in supporting the whole-child development. This includes fostering caring and respectful relationships between students, staff, leaders and community members. To support these conditions, staff members teach and reinforce clear expectations for student behaviour. These expectations are the foundation for positive learning environments in our school where the rights of all stakeholders are valued and respected.

All students have the right to :

- Be treated with courtesy, respect and dignity.
- Learn in a safe and healthy environment that is free of partiality, prejudice, bullying, and discrimination.
- Be treated with respect by all, regardless of actual or perceived race, colour, gender, nationality, age, religion, physical or mental disability.
- Participate in problem solving with school staff related to their behaviour.
- Inform and express personal viewpoints in a respectful and courteous manner.
- Attend school in an environment where personal property is respected. (Personal belongings may be searched when there is a reasonable suspicion of any violation of the school rules and regulations or part of a routine bag search necessitated by anti-vaping campaigns)
- Receive instruction to learn school behaviour expectations and social and emotional skills.
- Be informed of available interventions and supports for academic, behaviour, social and emotional growth.

All students are expected to take an active role in maintaining a safe, respectful, and inclusive learning environment.

All students are expected to:

- Treat others with respect, kindness, and consideration at all times.
- Contribute to the community as an active and productive learner.
- Express ideas, opinions, and feelings in a responsible and respectful manner.
- Be honest and truthful about their own behaviour and actions.
- Learn, understand, and follow all school rules and expectations.

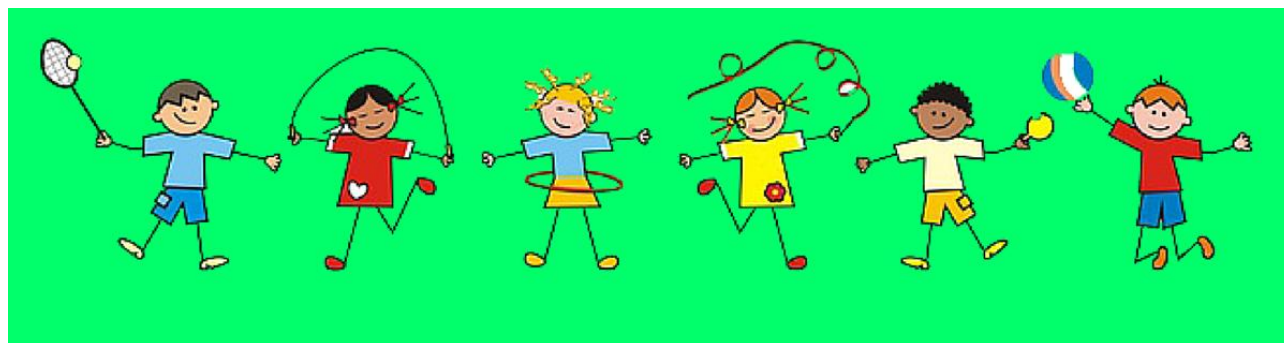
- Complete assigned work with integrity and without malpractice and allow others to learn without disruption or interference.
- Take care of their own belongings and respect the property of others and the school.
- Attend all lessons daily and on time.
- Wear the school uniform in line with uniform regulations which includes regulations but not limited to hairstyles/ length of hair/ nails/ piercings etc.
- Uphold the rights of and exhibit respect for all school staff and fellow students.
- Strictly adhere to the school's 'NO TOUCH' policy.

General Expectations for Primary and Secondary Students

At our school, Primary students are expected to behave in a way that helps everyone feel safe, respected, and ready to learn. These expectations are taught, modelled, and reinforced consistently across the Primary phase. Secondary students are expected to demonstrate maturity, responsibility, and self-discipline, contributing positively to a safe, respectful, and focused learning environment.

Area	Primary Students	Secondary Students
Behaviour & Attitude	Follow classroom and school rules with adult guidance. Make positive choices and begin to take responsibility for behaviour.	Follow all school rules independently. Demonstrate maturity, self-discipline, and accountability for actions.
Respect & Relationships	Treat peers and adults with kindness and respect. Use polite language and keep hands, feet, and objects to themselves.	Treat peers, staff, and visitors with respect. Communicate ideas and feelings responsibly and show tolerance for differing opinions.
Student Voice & Fairness	Share feelings and explain actions with adult support. Learn to listen when others speak.	Express viewpoints respectfully and explain their side of the story when concerns arise. Listen to others and engage respectfully in discussion.
Learning & Classroom Conduct	Stay on task with support. Allow others to learn without disruption. Complete classwork and homework.	Remain in classrooms during lessons. Allow others to work without interference. Use free periods appropriately (library unless supervised).

Area	Primary Students	Secondary Students
Honesty & Responsibility	Tell the truth and accept responsibility with guidance. Learning that choices have consequences.	Be honest and truthful about behaviour. Accept consequences and take responsibility for decisions.
Self-Regulation	Begin to manage behaviour and emotions. Use reflection strategies (e.g. traffic light system) to return to positive behaviour.	Demonstrate self-control and manage behaviour independently without frequent reminders.
Movement & Safety	Move safely around school with adult direction. Follow instructions during transitions, breaks, and drills.	Move calmly and responsibly around school. Remain in assigned areas and follow safety procedures independently.
Care for Property	Take care of personal belongings and school property with reminders.	Respect school facilities, equipment, and learning environments at all times.
Attendance & Punctuality	Arrive on time with parental support. Attend assemblies and lessons as directed.	Be punctual and attend all lessons and assemblies independently. Submit absence explanations promptly through parents.
Technology Use	Personal electronic devices are not permitted unless authorised by the school.	Smart phones permitted (Years 5–11) in switched-off mode only and handed to teachers; use strictly regulated.
Representation of School	Follow school rules during trips and activities with adult supervision.	Represent the school positively during school-sponsored activities, on transport, and in the wider community.



In School:

- ### Assemblies and Performances:

- ### Break Times:

- ### Fire Drills and Emergencies:

- ### School Transport:

- Follow bus rules and respectfully obey the bus guardian.
- Remain seated.
- Keep seat belt fastened.
- Show respect to others.
- Keep the bus clean.



STRATEGIES FOR DEVELOPING POSITIVE RELATIONSHIPS AND BEHAVIOUR IN PRIMARY

Strategies for developing Positive Relationships and Behaviour in Primary

Positive Public Praise: All adults deliberately and routinely acknowledge children for effort, making children feel important and that they belong. Visible, audible praise creates a safer learning environment where children feel connected to their peers, motivated to learn and take risks in their learning while also encouraging a culture of respect.

Private Praise: While public praise is routinely used, private praise can also have a high impact in building relationships. We use quiet conversations with children to celebrate successes too. This allows opportunities for personalised feedback, which in turn raises self esteem and strengthens relationships.

Visual Routines: All primary classrooms have access to visual routines to support children. They allow children to understand and anticipate what comes next, encourage independence in organising resources needed for that day and support emotional regulation when there are changes in routine. This in turn helps to ease anxiety and enhances the ability for children to focus and engage in learning activities.

Calm Corners: All classrooms in Years 1-4 have a designated reading / calm space for the children to access independently to practice self-regulation strategies. The calm corners are a safe space in the room with story books and resources that encourage emotional regulation and calmness. They promote a positive, supportive learning environment that fosters well-being.

Clear and Consistent Expectations: We have the Marian Promise that all children are aware of. This simplifies expectations for students, enhances safety and fosters a harmonious learning environment. All adults in school are positive role models of our school rules and tackle behaviour and certain behavioural responses in a consistent manner using restorative approaches as a priority.

Positive Language Choices: At **SMCHS** we always encourage and model active constructive responses, responding in a positive way when someone shares good news. Responding in an enthusiastic, authentic manner boosts wellbeing and creates a supportive culture within the classroom. These are vital in creating a nurturing and encouraging atmosphere where children feel respected, motivated and empowered ultimately enhancing their learning experiences and overall wellbeing. Examples are highlighted in the table below.

Negative Language	Positive Language
Stop Crying	It's ok to cry
Look at what you've done	How can we fix this?
Do you have any questions?	What questions do you have?
It's not hard	I know you can do it!
You need to listen.	I want to help you.
We don't talk like that	Please use kind words
Calm down	Breath. I'm here to help

Negative Language	Positive Language
Please be quiet	Can we try using a softer voice?
What a mess!	Looks like you had fun. How could we clean this up?
You need to..	Let's try this together
Do you need help?	I'm here for you if you need me
Let me do it for you!	I believe you can do it. Have a try!
I explained how to do this yesterday	Maybe I can show you a different way
Do I need to separate you two?	Do you need a break?

Rewards and Positive Reinforcement

The school actively promotes positive behaviour through recognition, encouragement, and celebration of success. Rewards are designed to:

- ❖ *Reinforce positive choices and behaviours*
- ❖ *Build self-esteem and motivation*
- ❖ *Promote intrinsic motivation and values-based behaviour*
- ❖ *Support a positive school culture*

A. Primary School – Rewards and Positive Reinforcement

Focus: Encouragement, motivation and development of self-regulation

- ✓ *Classroom-based recognition*
- ✓ *Verbal praise and positive feedback*
- ✓ *Stickers, stamps or certificates*
- ✓ *Class points*
- ✓ *Recognition for returning to GREEN on the Traffic Light System*
- ✓ *Whole-school recognition*
- ✓ *Star of the Week / Student of the Week awards*
- ✓ *Recognition during assemblies or weekly circulars or newsletter*
- ✓ *Display of student work or behaviour achievements*
- ✓ *Privileges and responsibilities*
- ✓ *Choice of classroom activity (within reason)*
- ✓ *Class helper roles*
- ✓ *Extra reading or creative time*
- ✓ *Coloured Clothes Day*
- ✓ *Field Trips*



B. Secondary School – Rewards and Positive Reinforcement

Focus: Responsibility, leadership and positive role modelling

- ✓ *Recognition and acknowledgement*
- ✓ *Verbal praise and written commendations*
- ✓ *Certificates of achievement or effort*
- ✓ *Recognition in assemblies or weekly circulars or newsletter*
- ✓ *Leadership and responsibility opportunities*
- ✓ *Student leadership roles*
- ✓ *Peer mentoring opportunities*
- ✓ *Participation in school committees or events*
- ✓ *Privileges (where appropriate)*
- ✓ *Invitations to special events or activities*
- ✓ *Recognition letters or emails to parents*
- ✓ *Coloured Clothes Day*

Whole-School Positive Reinforcement Strategies

Across all phases, the school promotes positive behaviour through:

Consistent modelling of respectful behaviour by staff

Clear communication of expectations

Celebration of positive behaviour, attendance and effort

Opportunities for students to reflect on and take pride in positive choices



Misconduct and Procedures

First and foremost, we believe that by prioritising connection, understanding and positive reinforcement, we create an environment where students feel supported and motivated to make positive choices. This approach aligns with our commitment to nurturing the whole child, developing both academic and social-emotional competencies.

While we have clear procedures for addressing misconduct, when necessary, our primary focus remains on building positive relationships and reinforcing good behaviour to support our students' overall well-being and development.

Differentiated Disciplinary Measures (Primary and Secondary)

Guiding Principles (Whole School)

- Behaviour is managed through graduated, proportionate responses
- Emphasis on early intervention, reflection and restoration
- Sanctions increase only when behaviour is repeated or serious
- Student dignity, wellbeing and safeguarding are prioritised at all times
- Parents are engaged appropriately at each stage

Definition of Bullying:

Bullying is a deliberate and repeated act intended to harm, humiliate, intimidate or exclude another student. This includes:

Physical bullying – harm to a person or property

Verbal bullying – insults, threats, rumours or inappropriate language

Emotional bullying – exclusion, humiliation or intimidation

Racial bullying – behaviour based on ethnicity, race or cultural identity

Cyberbullying – misuse of digital platforms to harm others

STOP BULLYING
PHYSICAL • VERBAL • SOCIAL • CYBER



Levels of Misconduct and Disciplinary Procedures

There are differing levels of misconduct

Prevention and Early Intervention:

- Teachers use positive reinforcement and classroom management strategies.
- Students are given opportunities to correct behaviour before formal disciplinary action.

Our approach to misconduct follows a staged process.

Level 1 Violations :

Behaviour that causes disruption of teaching and learning or is low risk.

Behaviours may include but are not limited to:

- Tardiness / lateness (Being repeatedly late to assemblies/ registration / lessons)
- Unexplained absences / frequent absences
- Incorrect school uniform -Non-compliance with the school uniform / PE uniform as well as but not limited to length of hair/ hairstyles/ piercings/ jewellery/ etc.
- Not bringing the necessary books, equipment etc.
- Disruptive classroom and/or school behaviour
- Breaking classroom rules
- Defying school authority and staff members
- Leaving class without permission
- Sleeping during lessons (medical case cleared)
- Frequently not completing homework/ failure to submit homework and/or assignments on time
- Not handing in mobile phones at the start of the day as per mobile phone policy
- Misuse of electronic digital devices during lessons
- Eating during lessons (medical case cleared)
- All incidents that can be categorised under any of the above as decided by the school authorities or similar actions that the school deem inappropriate

CONSEQUENCES:

- Verbal dialogues with clear expectations for changes in behaviour required
- Loss of external break playtime
- Student spends time on reflection and fills out a reflection sheet/ completes reflection task
- Parent notified in writing
- Parent invited for a meeting (when misconduct is frequent)
- Referral to inclusion (if deemed necessary)
- Vice Principal intervenes depending on the individual circumstance

All decisions are made following due process, careful investigation, and in compliance with KHDA regulations.

Level 2 Violations :

Behaviour that causes greater disruption of teaching and learning. This level covers student behaviours that may lead to physical and mental harm to another person or may even lead to property damage. For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage

Behaviours may include but are not limited to:

- Fighting with and/or bullying other students
- Theft
- Trespassing
- Vandalism
- Smoking/vaping on campus, possession of vapes/tobacco / electric cigarettes
- Possessing or using cell phones during school time
- Leaving school without permission
- Unauthorised absence/truancy
- Cheating in exams or assignments
- Providing false documents (e.g. signing letters without the permission or knowledge of parents)
- All forms of discrimination

- Abusive or inappropriate language toward peers and teachers
- Provoking / Instigating fights or threatening or frightening school mates
- Any action that violates the general rules or directives of the school or the UAE Society such as acting in a gender conflicting manner in terms of haircuts, or attire or using make-up, etc
- Photographing, keeping or publishing photographs of school staff or students without authorization

CONSEQUENCES:

- Disciplinary letter issued
- Loss of PE temporarily
- Temporary time out from class
- Student support screening and/or Vice Principal intervenes
- Fill out a reflection sheet
- Parent called in for a meeting
- Set up a behaviour contract
- Notify relevant authorities

All decisions are made following due process, careful investigation, and in compliance with KHDA regulations.

Level 3 Violations :

Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws. For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the cost of the damage.

Behaviours may include but are not limited to:

- Fighting with other students which causes injury requiring medical treatment
- Assault which causes injury requiring medical treatment
- Possessing, selling or consuming illegal substances
- Possessing and/or selling weapons or explosives

- Committing major actions contradictory to Islamic values and morality
- Committing acts of public indecency in school
- Bringing, possessing, displaying and promoting any type of physical, electronic or on the media material that are unauthorized or are not culturally sensitive, conflict with the values and general rules of the UAE
- Defaming of staff or school mates on any of the social media tools
- Sexual harassment inside or outside the school
- Physically assaulting schoolmates or staff
- Stealing or covering up thefts
- Vandalism of/ to or unauthorized acquisition of the school equipment or facilities
- Insult of/ to religions or instigating sectarianism at school
- Tampering or vandalism of school buses or causing harm to road users
- Any similar behaviours/actions decided by the school

CONSEQUENCES:

- Disciplinary letter issued
- Offsite suspension
- Notify relevant authorities
- Parents called in urgently
- Vice Principal intervenes

All decisions are made following due process, careful investigation, and in compliance with KHDA regulations.

Level 4 Violations :

- Bringing or possessing any firearm or non-firearm or any of the alike to and in school
- Sexual assaults inside the school premises or facilities
- Physical assaults that may lead to physical injuries of schoolmates or staff
- Leaking exams/ tests or participating in it at any level
- Causing fires at school or setting school building or facilities on fire
- Unauthorized impersonating of others for any school transactions or forging any school specific documents

- Disrespect to any of the UAE political, religious or social icons / idols
- Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs or narcotic drugs and psychotropic substances.
- Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti- political or anti-social to the UAE.

All incidents that can be categorised under any of the above as decided by the Behaviour Management Committee

CONSEQUENCES:

- Parents called for immediate meeting
- Offsite suspension
- Notify relevant authorities
- The student and parents shall bear all the responsibility, including financial cost, for any damages caused by the offence.
- Communicate with KHDA for further actions including suspension from schools and enrolment in rehabilitation centres, etc.

All decisions are made following due process, careful investigation, and in compliance with KHDA regulations.

Parental Partnership

The school expects and values full parental cooperation in addressing behaviour-related concerns.

Parents are expected to:

- ✓ Reinforce school expectations at home
- ✓ Engage constructively in meetings and interventions
- ✓ Support corrective measures aimed at positive behaviour change
- ✓ Work with the school authorities to ensure that misconduct is not repeated
- ✓ Seek external counselling when deemed useful and necessary



Primary

Primary students' behaviour is managed through a Traffic Lights Behaviour Management System, which provides a clear, visual and graduated response to behaviour.

The system supports:

- ✓ Self-regulation
- ✓ Reflection on choices
- ✓ Opportunities to correct behaviour

Green – Positive Behaviour

Focus: Reinforcement and encouragement

All students begin each day on Green

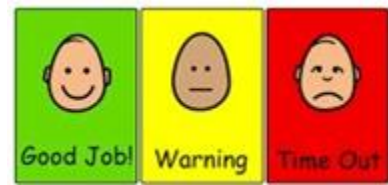
Positive behaviour is recognised through praise and rewards

Clear modelling of expected behaviour

Yellow – Early Behaviour Intervention

Focus: Correction and reflection

(Low-level or emerging behaviour concerns)



Measures may include:

- ❖ Verbal reminder linked to Class Rules or Marian Promise
- ❖ Seat movement or change of activity
- ❖ Time-bound opportunity to improve behaviour
- ❖ Reflection strategies ("5 Whys" sheet, 'Four Square' Apology)
- ❖ Restorative conversation with the class teacher
- ❖ Informal parent communication (where appropriate)
- ❖ Set a clear time limit for behaviour improvement
- ❖ Encourage the child to return to GREEN by the end of the lesson
- ❖ Loss of part of playtime to practise expected behaviours (e.g. sitting appropriately, completing work)
- ❖ Age-appropriate apology

Red – Escalated Behaviour Response

Focus: Accountability and structured support
(Continued or more serious behaviour)

Measures may include:

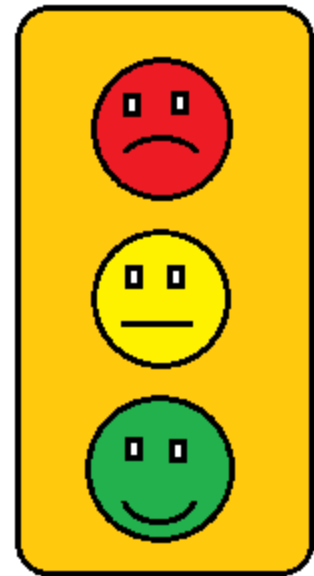
- ❖ Loss of privileges (e.g. part of playtime used for reflection or skill practice)
- ❖ Temporary removal from the classroom
- ❖ Referral to SLT, Counsellors
- ❖ Formal parent communication or meeting
- ❖ Behaviour support plan (where needed)

Serious Incidents (Primary)

Focus: Safety and safeguarding

Measures may include:

- ❖ Immediate removal from the situation
- ❖ Leadership-led investigation
- ❖ In-school suspension (where age-appropriate)
- ❖ Referral to support services



TRAFFIC LIGHTS BEHAVIOUR MANAGEMENT SYSTEM

The Traffic Light Behaviour Management System is a graduated, visual approach that supports children in understanding expectations, reflecting on behaviour, and making positive choices.

STEP ONE: A GENTLE REMINDER

Children start each day with their name on the GREEN light. If a child is engaged in a low-level disruption, the teacher will respond in a low key, minimal way.

Managed by the class teacher as part of proactive classroom behaviour management.

STEP TWO: WARNING WITH A CHOICE

If the child does not respond to the adult's first actions: Continued low level disruptions; Not completing a reasonable amount of work in a set time due to behavior; Deliberate disruption... A warning with a choice is given. The adult gives the child the opportunity of choosing to behave

appropriately or accept the CONSEQUENCE of having their name moved on the Traffic Light Chart to the Yellow light should they continue to misbehave.

The aim is NOT to move a child too quickly to the Yellow Light. Try and catch the child being good so that praise can be given.

STEP THREE: THE YELLOW LIGHT

If the child does not respond to the adult's GENTLE REMINDER and WARNING WITH A CHOICE and persists with misbehaving, his/her name will be moved to the YELLOW light and there is a CONSEQUENCE. An appropriate action will be carried out by the teacher.

The class teacher records the concern and may seek guidance from the Primary Head or Primary Counsellor if behaviour persists.

STEP FOUR: SERIOUS INAPPROPRIATE BEHAVIOUR

Certain types of behavior will be moved to the RED light: Violence; Damage to property; Refusal; Defiance; Persistent rudeness; Bullying. ACTION/CONSEQUENCE is usually managed by a member of the Senior Leadership Team who must be informed: Miss playtime; Formal letter home (using the agreed template); Possible loss of playtime; Possible involvement of the School Counsellor; Letter of apology; Meeting with parents.

Any child who is in RED can only move back to YELLOW as a result of consistently good behavior. Any child who is in RED will have his/her name recorded and his/her behavior will be monitored by the teachers who may decide to refer the child to the School Counsellor for further support. Serious inappropriate behaviour is referred to a member of the Senior Leadership Team, who oversees consequences, parental communication, and any required support.

STEP FIVE: VERY SERIOUS BEHAVIOUR (Beyond the Traffic Lights)

Defiantly and/or repeatedly leaving the seat without permission; Behaviour is creating a health and safety risk; Fighting and intentional physical harm to another child; Verbal abuse to any staff; Theft; Persistent bullying.

Behaviour management strategies will be applied in a manner that preserves student dignity.
Public shaming or humiliation is not permitted.

Behaviour Management Approach in the use of Technology and Smart Phones (Secondary)-Please see Mobile Phone Policy

To support a focused and distraction-free learning environment, the following rules apply:

- ✓ Students from Year 5 to Year 11 may bring smart phones to school in switched-off mode only
- ✓ Phones must be handed to class teachers at the start of the school day
- ✓ Students are not permitted to use smart phones at any time during the school day, including breaks and free periods
- ✓ Any phone found in a student's possession during the school day will be confiscated in line with school procedures
- ✓ Students may be asked to bring tablets or laptops for approved academic purposes under teacher supervision.

Whole School Positive Reinforcement Strategies

- **Across all phases, the school promotes positive behaviour through:**
- **Consistent modelling of respectful behaviour by staff**
- **Clear communication of expectations**
- **Celebration of positive behaviour, attendance, and effort**
- **Opportunities for students to reflect on and take pride in positive choices**

September 2025

Date of Review: June 2026