

Behaviour Policy

‘For the strength of the pack is the wolf and the strength of the wolf is the pack’

- Rudyard Kipling - Jungle Book

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1.0 Behaviour Policy Preface

Preface to this Policy: The school must follow Decree 99/2017 which addresses Discipline Regulations in Government and Private Schools. While the school has the authority to create its own behaviour policy it is not permitted to negate any portion of the decree. The school has worked to retain its own ethos and approach to behaviour while fully complying with the Decree and the article contained therein.

According to the Ministerial decree, the school has a Behaviour Committee. The committee comprises the Principal, Heads of School, Assistant Heads, and the Phase Leader of the appropriate class. Class, subject, and specialist teachers, along with class assistants and administration staff all work together to ensure that this policy is followed.

*‘Every child has the right to an education. Discipline in schools must respect children’s dignity.’
(UNCRC United Nations Convention on the Rights of the Child, Article 28)*

2.0 Policy Statement

Our aim at Nadeen School is to ensure all learners Wonder, Observe, Learn and Flourish (WOLF) through the guidance and support of caring and compassionate teachers. This includes our learners who may face challenges in developing their behavioural skills. All behaviours are a form of communication and where the behaviour isn’t what we would hope for in our community it is usually a symptom of other challenges. We view behaviour as developing a set of skills, values, attitudes, and attributes and we support all learners to grow by adapting our teaching to meet individual needs. Some learners may require additional scaffolding to meet expectations and through our compassionate approach we provide a range of opportunities to support the required development. We adopt a ‘can’t yet’ approach instead of a ‘won’t’ approach, and this mindset enables us to make supportive choices concerning individual behaviour development. Due to these beliefs, we move away from a consequence-driven approach to a restorative approach underpinned by our High-Performance Learning (HPL) guidelines.

3.0 Introduction/Purpose

This policy will outline how we can create a successful relationship-focused approach to learner behaviour in line with our HPL guidelines and with the mindset of growth for all learners, whatever their starting point at Nadeen. We will outline how restorative practices will be used to support the development of learner behaviour. In addition, we will outline the current contribution of relational neuroscience and how this contributes to our understanding of the challenges learners face that might drive particular behaviour. At Nadeen, we seek to create a compassionate approach to understanding beyond surface-level behaviour. This ensures learners are gaining the emotional support they require to succeed and be able to self-regulate. We aim to do this through open communication, positive reinforcement, and creating Positive Support Plans (PSP’s) when a learner requires more specialised support.

This policy will outline a system of logical actions concerning incidents in line with a restorative approach and our HPL philosophy. The emphasis is on repairing relationships or other things that might have been harmed in the process. Through this, we aim to make learners aware of the impact of their actions on the school community and allow them to make an informed decision to be motivated to improve on their own behaviour. Through a focus on the positive aspects of restorative practice, an understanding of what drives our behaviour, and building an understanding of the nervous system, we aim to create lasting change. Relationships, respect, responsibility, repair, and reintegration are all positive aspects of this process and culture of understanding. We will integrate this into our HPL system by instilling our expected Values, Attitudes, and Attributes (VAAs) into the policy.

The primary purpose of this policy is to build a culture that will support the development of positive behaviour within the school. The aim is to provide learners and staff with the tools they need to build strong working relationships and to have open and honest communication. A culture of understanding and nurturing everyone to be the best they can be will give us the base for our restorative practice. By showing learners that teachers are also working on themselves to be the best they can be, everyone at Nadeen can Wonder, Observe, Learn and Flourish together (WOLF).

4.0 Aims and Objectives

This document is a statement of the agreed aims, principles, and strategies for the Behaviour for Learning policy at Nadeen where we aim to:

- Provide a consistent approach to behaviour development.
- Outline how learners are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour development.
- Outline our system of restorative practice for EYFS, Primary and Secondary.
- Outline our shared understanding of the underpinning causes of specific behaviours.

5.0 Rights

Learners will respond to the expectations of all staff members of the Nadeen community, who themselves should treat each other with professional courtesy and respect i.e. model the best of behaviours to learners.

As members of our school community, all learners have rights and responsibilities. These rights and responsibilities can be summarised as follows:

- To be valued and treated respectfully.
- To be safe.
- To achieve.
- To be treated equally.
- To feel understood and listened to.
- To feel emotionally safe.
- To know where to seek help.

6.0 Roles and Responsibilities

At Nadeen, positive behaviour is a shared responsibility. All members of the school community—learners, staff, parents, and leaders—are expected to uphold the school's values, contribute to a safe and respectful environment, and support Positive Behaviour for Learning (PBL). Through consistent expectations, positive relationships, and collaborative partnerships, we work together to promote wellbeing, inclusion, and high standards for all.

In practice, this shared responsibility means that all members of the Nadeen community are expected to:

- Respect the views, feelings, and possessions of others.
- Allow, encourage, and support others to achieve their best.
- Ensure that actions do not cause harm to others, either physically or emotionally.
- Be mindful of learning environments and ensure that actions do not damage resources or spaces.
- Support and help maintain safe, positive, and purposeful learning environments.
- Represent Nadeen positively at all times, both inside and outside of school.
- Develop high-performance habits that reflect personal responsibility, self-regulation, and a commitment to supporting others.

6.1 Learners

Whilst at school Nadeen Learners are expected to:

- Respect and uphold the values of Nadeen through the HPL values of enquiring, self-regulation and resilience.
- Maintain a positive and enthusiastic attitude to learning.
- Listen to, be polite, and follow all instructions from any staff member.
- Complete all home learning set, meeting all deadlines.
- Attend school regularly and be punctual to school and lessons.
- Take pride in their appearance and wear the Nadeen school uniform correctly.
- Maintain high standards of behaviour in all areas of the school.
- Take care of all personal and school equipment and property.
- Actively support and encourage peers, fostering a sense of belonging and togetherness, and working collaboratively with others.
- Embrace and respect the diverse backgrounds, perspectives, and experiences of all members of the school community.
- Participate in efforts to maintain a sustainable environment, such as recycling and minimizing waste.
- Show empathy and provide support to peers and staff, contributing to the emotional and social well-being of the school community.

In the wider community, Nadeen Learners are expected to:

- Respect the values of the community including respecting others whilst using social media and other technology devices.
- Remain lawful and law-abiding.
- Uphold the values and positive reputation of Nadeen at all times.
- Set a positive example for others both within and outside the Nadeen community by upholding the school values. Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is an approach that focuses on proactively guiding and supporting positive behaviour in learners. The strategies are positive by nature and encourage the desired positive outcome of behaviours, as opposed to focusing on and highlighting the unwanted behaviours.

6.2 Staff

At Nadeen, all staff are expected to incorporate the following practices in support of positive Behaviour for Learning (PBfL):

- Use positive, encouraging language
- Be calm, fair and consistent in all interactions
- Proactively building relationships with learners
- Create a constructive and engaging classroom culture
- Praise and reward effort, achievement and positive behaviour
- Support learners' emotional and social development
- Interact with learners, not just to them or for them

By embedding these practices into our everyday school life and establishing them as the “norm,” we can cultivate a learning community at Nadeen that we can all be proud of.

6.3 Parents

At Nadeen, we recognise that positive behaviour is best supported through strong partnerships between home and school. Parents are expected to:

- Support and reinforce the values of Nadeen and the principles of Positive Behaviour for Learning (PBL).
- Communicate respectfully and constructively with staff, working collaboratively to support their child's learning, behaviour, and wellbeing.
- Encourage positive attitudes to learning, including resilience, self-regulation, and responsibility.
- Support the school's behaviour expectations, policies, and agreed strategies, including restorative approaches where appropriate.
- Ensure their child attends school regularly, arrives punctually, and is prepared for learning.
- Support expectations regarding school uniform, appearance, and equipment.
- Engage positively with communication from the school and attend meetings when requested.
- Work in partnership with staff to address concerns early and support agreed interventions or behaviour plans.
- Model respectful behaviour and communication, including when using social media and digital platforms, in line with the values of the school community.

Through shared responsibility and open communication, parents play a vital role in promoting positive behaviour, wellbeing, and success for all learners.

6.4 Senior Leadership Team

The Senior Leadership Team (SLT) has overall responsibility for ensuring a consistent, fair, and effective approach to Positive Behaviour for Learning across the school. Members of SLT are expected to:

- Lead by example, modelling the values, expectations, and behaviours promoted at Nadeen.
- Ensure the Positive Behaviour for Learning framework is implemented consistently across all phases.
- Support staff through clear guidance, coaching, and professional development related to behaviour, inclusion, and wellbeing.
- Monitor behaviour data, communication records, and incident reporting to ensure equity, consistency, and policy adherence.
- Oversee Tier 2 and Tier 3 behaviour interventions and ensure appropriate support is in place for learners.
- Promote inclusive, trauma-informed, and neurodiversity-affirming approaches to behaviour support.
- Engage constructively with parents and carers in complex or escalated cases, maintaining trust and transparency.
- Review and evaluate the effectiveness of behaviour practices and make strategic improvements where required.
- Ensure that behaviour management aligns with safeguarding responsibilities, statutory guidance, and the wider ethos of the school.

Through clear leadership and consistent expectations, the Senior Leadership Team ensures that Positive Behaviour for Learning remains central to the culture and success of Nadeen.

7.0 Managing Behaviour

At Nadeen, we address challenging behaviour through a High Performance Learning (HPL) approach that focuses on developing learners' resilience, self-regulation, and responsibility. Our aim is not only to manage behaviour but to support learners to reflect, learn, and make positive choices, using restorative strategies that repair relationships, restore trust, and strengthen the learning community.

7.1 Restorative Practices

Restorative practices underpin Nadeen's approach to Positive Behaviour for Learning by focusing on repairing harm, strengthening relationships, and promoting belonging. Rather than relying solely on sanctions, restorative approaches support learners to reflect on their actions, understand impact, and take responsibility in a fair and supportive way.

Central to this approach is recognising individual learner needs. Many low-level behaviours may be linked to developmental differences or special educational needs. Staff should consider whether unmet needs are contributing and respond by

increasing structure, clarity, and support. Where expectations are not yet understood, they should be taught explicitly and reinforced consistently, respectfully, and with empathy.

At Nadeen, restorative practices aim to:

- Build relationships through empathy and open communication.
- Ensure respect for all involved, fostering a culture of mutual understanding.
- Promote equitable dialogue and decision-making, where all voices are heard.
- Involve relevant stakeholders, including learners, staff, parents, and, where appropriate, the wider community.
- Address impact, needs, and obligations, focusing on underlying causes rather than only consequences.
- Encourage personal responsibility by helping learners understand the effects of their actions.
- Support a positive school culture, emotional and social learning, and overall engagement.

To ensure a shared and consistent understanding of restorative practice across the school, Nadeen uses a clear guiding framework.

7.2 The 5 Rs of Restorative Practice

Restorative practice at Nadeen is guided by the 5 Rs:

1. Relationships – Build strong, empathetic connections between learners, staff, and community
2. Respect – Ensure all ideas and perspectives are heard and valued
3. Responsibility – Encourage learners to own their actions and their impact
4. Repair – Help learners understand the effect of their behaviour and make amends
5. Re-integration – Support learners to rejoin the school community positively after an incident

[Read Appendix A for more details and explanation.](#)

Further Considerations

When responding to any unwanted behaviour, teachers should avoid giving big discipline for small infractions as disproportionate, threatening and controlling responses can:

- Affect your learner-teacher relationship
 - Heighten a learner's sense of being rejected and shamed, affecting their sense of belonging
 - Triggers emotions (such as embarrassment, anxiety and frustration) which dysregulate and interrupt learning
- Instead, at Nadeen we use:

1. Recognition of a learner's needs
2. Positive classroom management
3. Regulate – Relate – Reason – Repair

[Read Appendix C for more details and explanation.](#)

8.0. Positive classroom management:

Classroom management will vary between teachers, influenced by personality, relationships with learners, and classroom dynamics. Teachers are expected to use a range of strategies to address low-level behaviour while maintaining a positive and supportive learning environment.

8.1 Early Years Foundation Stage Positive Classroom Management

In EYFS, staff focus on routine, emotional regulation, and positive engagement:

- Establish clear routines and boundaries to help learners feel safe
- Use positive and encouraging language consistently
- Support learners with emotional regulation and social skills
- Praise effort and small successes frequently
- Remind learners of expected behaviour in simple, clear terms
- Use proximity, distraction, and gentle redirection to manage low-level behaviour
- Interact with learners rather than to them or for them
- Create a supportive environment where learners feel valued and secure

8.2 Primary Positive Classroom Management

In Primary, staff focus on building a positive classroom culture, responsibility, and co-creation:

- Co-create classroom promises and ethos with learners
- Use positive language, praise, and rewards to reinforce good behaviour
- Be calm, fair, and consistent in all interactions
- Remind learners of expectations and why they matter
- Support organisation and preparation at the start of lessons
- Move learners strategically to reduce distractions or provide positive role models
- Encourage learners to recognise positive behaviour in others (e.g., house points, shared rewards)
- Praise in public, remind in private
- Use humour, compassion, and creativity to maintain engagement
- Work towards collective rewards to encourage collaboration and shared responsibility

8.3 Secondary/ Sixth Form Positive Classroom Management

In Secondary, staff focus on high expectations, mutual respect, and learner autonomy, trust, and self-regulation:

- Setting and reinforcing clear expectations and classroom norms
- Using calm, direct language to address behaviour swiftly and appropriately
- Encouraging reflection and self-monitoring to promote self-regulation and learner responsibility
- Recognising and celebrating positive behaviour and contributions, with rewards and incentives where appropriate
- Building trust through collaborative learning, responsibility, and leadership opportunities
- Addressing concerns discreetly, while celebrating achievements publicly
- Using engaging and creative strategies to maintain focus and minimise off-task behaviour
- Adjusting seating or separating learners, when required to support focus and learning

9.0 How Behaviours Escalate Through Tiers

- Persistence → Repeated incidents of the *same* low- or mid-level behaviour within a defined timeframe (e.g., 3 times in two weeks) moves the response up one tier, even if each incident alone is minor.
- Escalation → Increase in *impact* (e.g., from muttering under breath → verbal aggression) moves the response up one or more tiers immediately.
- Severity → Any single incident that causes significant harm or is a safeguarding concern jumps directly to Tier 3 or Tier 4, regardless of prior behaviour record.

[Read Appendix E for more details and explanation.](#)

Appendices

Appendix A- The 5 Rs of Restorative Practice: What it looks like at Nadeen and Connected to HPL

Restorative practices are a cornerstone of Nadeen’s inclusive, high-performance learning culture. They focus on repairing harm, strengthening relationships, and fostering a sense of belonging — all essential for enabling every learner to thrive academically, socially, and emotionally.

By embedding restorative practices into daily school life, we:

- Promote HPL VAAs such as *Empathetic, Collaborative, Concern for Society, Hardworking, Resilient, and Agile*.
- Strengthen HPL ACPs such as *Meta-cognition, Self-regulation, Connection Finding, and Critical Thinking*.

| 5 Rs | Linked HPL VAAs | Meaning in Practice | What This Looks Like in Our School |
|----------------|---|--|--|
| Relationships | Empathetic, Confident, Collaborative, Concern for Society | Build strong, trusting connections between learners, staff, and families to ensure open communication and equal voice. | <ul style="list-style-type: none">- Learn and use learners’ names, interests, and strengths.- Regular class check-ins / circle times. Daily “check-in” questions during registration.- Staff greet learners by name at the door.- Peer “welcome buddies” for new learners.- Use “we” and “us” language to reinforce community. |
| Respect | Empathetic, Concern for Society, Collaborative | Value others’ perspectives, even if different from your own; give equal time for all voices. | <ul style="list-style-type: none">- Active listening without interruption.- Acknowledge others’ contributions before sharing your own.- Learners use sentence stems: “I hear what you’re saying...”- Displays celebrate diverse perspectives and voices.- Model disagreement respectfully. |
| Responsibility | Agile, Enquiring | Own actions and their impact on others; contribute positively to the learning community. | <ul style="list-style-type: none">- Encourage learners to Self assess and reflect: “What was my role in this?”- Set personal and class goals.- Follow through on agreed actions.- Written or verbal commitments to change behaviour.- Reflective journaling after incidents- Coaching conversations focused on solutions. |

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| | | | - Peer accountability partners to encourage follow-through. |
| Repair | Hardworking, Resilient | Acknowledge harm, take steps to fix it, and strengthen relationships. | <ul style="list-style-type: none"> - Restorative conversations after harm. - Learners reflect on “Who was affected?” and “What needs to happen now?” - Action plans created jointly to repair harm. - Follow-up to check commitments have been met. - Written or verbal apologies. - Concrete acts to repair trust (e.g., helping fix damage). <p>Scaffolded reflection tools for understanding triggers.</p> <ul style="list-style-type: none"> - Coaching conversations focused on solutions. - Peer accountability partners to encourage follow-through. |
| Re-integration | Hardworking, Perseverant | Welcome learners back into the community after conflict so they can fully participate again. | <ul style="list-style-type: none"> - “Fresh start” conversations. - Publicly celebrate positive change. - Recognition of growth in attitude, not just achievement. <ul style="list-style-type: none"> - Opportunities for leadership in projects. - Avoid labels (“the troublemaker”) moving forward. |

Restorative Process Flow

1. Incident occurs → Teacher applies Tier 1 strategy if possible.
↓
2. If unresolved → Escalate to Pastoral Head for Tier 2 intervention.
↓
3. If harm is significant / repeated → Counsellor and Inclusion Head join Tier 3 response.
↓
4. If serious or safeguarding → VP/Principal/DSL lead Tier 4 response.

Appendix B- Iceberg Model Quick Reference

The behaviours we see are just the tip. We need to look underneath the surface to fully understand the learner we can address the behaviours.



- Tip of the iceberg (seen) – Shouting, refusal, disruption, aggression
- Below the surface (unseen) – Anxiety, sensory overload, trauma, cultural mismatch, skill gaps, unmet needs
- Staff prompt questions:
 - “What might be going on beneath this behaviour?”
 - “What need is this learner communicating?”
 - “What support could prevent recurrence?”

Appendix C. - Relate – Repeat – Regulate – Reason Cycle



1. Relate (Connection)

- Build trust and safety first.
- Use calm tone, kind body language, and eye contact.
- Acknowledge feelings without judgment.
Example: “I can see you’re feeling upset right now. I’m here to help.”

2. Repeat (Consistency & Predictability)

- Repeat expectations and calm reminders.
- Keep instructions short and clear.
- Use the same cues each time (visual cards, calm voice, same wording).
- This helps the brain feel safe through predictability.

3. Regulate (Co-regulation & Self-regulation)

- Support the learner to calm their body and emotions.
- Offer a choice of regulation tools (quiet space, breathing, sensory item).
- Model calm breathing and emotional control.
- Stay nearby if needed until they are ready.

4. Reason (Problem-Solving & Reflection)

- Once calm, help the learner understand what happened and why.
- Explore better choices for next time.
- Use restorative language: “What happened?”, “Who was affected?”, “What can you do now?”

Back to Relate

- Each interaction ends with reconnection, showing the learner they are still valued and part of the community.

Appendix D – Responsive Classroom 3 R Sentence Stems

Redirect – Stops and shifts behaviour quickly and respectfully

Reinforce – Acknowledges and strengthens positive behaviour

Remind – Cues learners to remember expectations before behaviour slips

| R | Purpose | Sentence Stems |
|-----------|---|---|
| Redirect | Interrupt and shift behaviour respectfully, focusing on what to do next | <ul style="list-style-type: none">- “Pause — let’s reset. What’s your next step?”- “Right now, I need you to...”- “Let’s try that again in a way that’s respectful.”- “I can see you’re [name observed behaviour]; what’s a better choice right now?” |
| Reinforce | Recognise and name the positive behaviour to encourage repetition | <ul style="list-style-type: none">- “I noticed you [describe behaviour] — that really helps our class.”- “When you [behaviour], it makes it easier for everyone to learn.”- “That was thoughtful — tell me what made you decide to do that.”- “You really focused on [task] — that shows persistence.” |
| Remind | Prompt expected behaviour before or during activity to prevent issues | <ul style="list-style-type: none">- “Before we start, what does being respectful look like here?”- “Remember what we said about sharing equipment.”- “As you move to your groups, think about how to keep voices at a working level.”- “What’s one way you can show responsibility right now?” |

Appendix E- How Behaviours Escalate Through Tiers

- Persistence → Repeated incidents of the *same* low- or mid-level behaviour within a defined timeframe (e.g., 3 times in two weeks) moves the response up one tier, even if each incident alone is minor.
- Escalation → Increase in *impact* (e.g., from muttering under breath → verbal aggression) moves the response up one or more tiers immediately.
- Severity → Any single incident that causes significant harm or is a safeguarding concern jumps directly to Tier 3 or Tier 4, regardless of prior behaviour record.

Example – Early Years

| Tier | Example Behaviours | Persistence / Escalation Notes | Restorative / Inclusive Response | Responsible |
|--------|---|--|--|--------------------------------|
| Tier 1 | Disruptive play, not following routines | If this happens 3+ times in a week, move to Tier 2 | Gentle redirection, use of visual cues, proximity support, restorative language; guided choice | Teacher |
| Tier 2 | Repeated non-compliance, unsafe play | If harm caused or defiance increases → Tier 3 | Circle time reflection; parent update; social story, Calm tone, choices offered, emotion cards used | Teacher + Pastoral Head |
| Tier 3 | Aggression, repeated harm to peers | If ongoing after plan in place → Tier 4 | Restorative meeting with parents; support plan, Remove child to safe space, co-regulate with adult support | Pastoral Head + Inclusion Head |
| Tier 4 | Serious harm, safeguarding | Immediate Tier 4 regardless of history | Formal investigation; external support | VP + Principal + DSL |

Example – Primary

| Tier | Example Behaviours | Persistence / Escalation Notes | Restorative / Inclusive Response | Responsible |
|--------|------------------------------------|--|---|-------------|
| Tier 1 | Interrupting, low-level disruption | If same behaviour logged 3 times in fortnight → Tier 2 | Restorative chat; reflection sheet; seating change Visual reminder, check-in, positive framing | Teacher |

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|--------|--|---|--|---|
| Tier 2 | Persistent disruption, unkind language | If language becomes targeted or bullying → Tier 3 | Recorded on CPOMS ,Mediation; targeted social skills group; parent meeting, Calm conversation outside class, choice card, use restorative language | Teacher + Pastoral Head |
| Tier 3 | Physical aggression, bullying | If plan fails and harm repeats → Tier 4 | Recorded on CPOMS Restorative conference; inclusion referral; behaviour plan | Pastoral Head + Counsellor + Inclusion Head |
| Tier 4 | Serious harm, safeguarding | Immediate Tier 4 | Recorded on CPOMS, Formal sanction; leadership-led conference; external agency referral, Removed from classroom,. | VP + Principal + DSL |

Example – Secondary / Sixth Form

| Tier | Example Behaviours | Persistence / Escalation Notes | Restorative / Inclusive Response | Responsible |
|--------|--|--|---|-----------------------------------|
| Tier 1 | Off-task Latenes Minor rudeness | If 3+ times in fortnight → Tier 2 | Restorative conversation Written reflection Loss of privilege Non-verbal cue Quiet conversation Reminder of expectations | Teacher |
| Tier 2 | Persistent non-compliance, verbal conflict | If verbal conflict or behaviour becomes targeted or intentional → Tier 3 | Restorative conversation (teacher or pastoral) Mediation between learners Referral for targeted mentoring / pastoral intervention Contact home / parent meeting Logged via iSAMS | Teacher & Pastoral Head |
| Tier 3 | Physical aggression / fighting Harassment / bullying Truancy Possession or use of banned items (e.g. vapes) | If harm repeats despite plan → Tier 4 | Supervised reflection time Confiscation of banned item Restorative conference Behaviour plan (positive behaviour report) Referral to counsellor / pastoral support Possible suspension (internal / external) | Achievement Lead & Assistant Head |

| | | | | |
|--------|--------------------------------|------------------|---|---------------------------|
| | Serious or repeated disrespect | | Tracked via iSAMS & Pastoral Tracker | |
| Tier 4 | Serious violence safeguarding | Immediate Tier 4 | <p>Formal investigation by senior leaders</p> <p>Possible suspension (internal / external)</p> <p>External support</p> <p>Parent meeting with senior leadership</p> <p>Reintegration / restorative plan before return</p> <p>Tracked via iSAMS & Pastoral Tracker</p> | AH & VP & Principal & DSL |

Appendix F- Escalation Type Quick Guide - Early Years, Primary

| Escalation Type | What It Means | How It Affects Tier Placement | Example Progression |
|---|--|---------------------------------------|--|
| Persistence | Same behaviour repeats 3+ times in a set period (recommended: within 10 school days) despite Tier 1 response | Move up one tier | Interrupting in class → after 3 reminders in 2 weeks → moves from Tier 1 to Tier 2 |
| Pattern of Different Low-Level Behaviours | Multiple different minor behaviours over time showing lack of improvement | Move up one tier | Lateness + off-task + unkind comment → Tier 2 |
| Escalation in Impact | Behaviour becomes more intense, harmful, or disruptive | Move up one or more tiers immediately | Taking peer's pencil without asking → shouting and grabbing in class → Tier 3 |
| Change in Target | Behaviour becomes directed towards a person (peer, staff, group) | Move to Tier 3 or higher | "Silly" name-calling → targeted insult towards one learner |
| Severity from First Incident | Serious harm, safeguarding, or dangerous action regardless of history | Skip directly to Tier 3 or Tier 4 | Physical fight causing injury on first occurrence |
| Failure of Restorative Plan | Behaviour continues after agreed plan and supports are in place | Move up one tier and review supports | Agreed punctuality plan → continued lateness → escalate |

Secondary / Sixth Form

| Escalation Type | What It Means | How It Affects Tier Placement |
|---|--|-------------------------------|
| Persistence | Same behaviour repeats 3+ times in a set period (recommended: within 10 school days) despite Tier 1 response | Move up one tier |
| Pattern of Different Low-Level Behaviours | Multiple different minor behaviours over time showing lack of improvement | Move up one tier |

| | | |
|------------------------------|---|--|
| Escalation in Impact | Behaviour becomes more intense, harmful, or disruptive | Move up one or more tiers immediately |
| Change in Target | Behaviour becomes directed towards a person (peer, staff, group) | Move to Tier 3 or higher |
| Severity from First Incident | Serious harm, safeguarding, or dangerous action regardless of history | Skip directly to Tier 3 or Tier 4 |
| Failure of Restorative Plan | Behaviour continues after agreed plan and supports are in place | Move up one tier and review supports |
| Repeat Tier 3 Offences | Behaviour at Tier 3 level occurs multiple times | Can lead to instant escalation of sanction |

Flow of Tier Escalation

1. Tier 1 → Tier 2:
 - Minor behaviour persists 3+ times in set period
 - Several different low-level issues show no improvement
2. Tier 2 → Tier 3:
 - Harmful or targeted behaviour emerges
 - Planned interventions fail after review
3. Tier 3 → Tier 4:
 - Repeated serious harm or high-level disruption
 - Single high-severity incident (e.g., serious violence)

Appendix G- PRIMARY: Guidelines for CPOMS Recording

| Type of Incident | CPOMS Required? | Notes |
|-------------------------|------------------------------|--|
| Isolated low-level (L1) | ✗ | Log in class system only |
| Repeated L1 behaviors | ✓ | Record as a pattern, include interventions |
| Moderate (L2) | ✓ (if repeated or escalates) | Include dates of parent contact |
| Severe (L3) | ✓ Mandatory | Include incident details, actions, and follow-ups |
| Safeguarding concern | ✓ Mandatory | Flag to DSL (Designated Safeguarding Lead) immediately |

Appendix H – Responsive Classroom 3 R Sentence Stems

Redirect – Stops and shifts behaviour quickly and respectfully

Reinforce – Acknowledges and strengthens positive behaviour

Remind – Cues learners to remember expectations before behaviour slips

| R | Purpose | Sentence Stems |
|-----------|---|---|
| Redirect | Interrupt and shift behaviour respectfully, focusing on what to do next | <ul style="list-style-type: none">- “Pause — let’s reset. What’s your next step?”- “Right now, I need you to...”- “Let’s try that again in a way that’s respectful.”- “I can see you’re [name observed behaviour]; what’s a better choice right now?” |
| Reinforce | Recognise and name the positive behaviour to encourage repetition | <ul style="list-style-type: none">- “I noticed you [describe behaviour] — that really helps our class.”- “When you [behaviour], it makes it easier for everyone to learn.”- “That was thoughtful — tell me what made you decide to do that.”- “You really focused on [task] — that shows persistence.” |
| Remind | Prompt expected behaviour before or during activity to prevent issues | <ul style="list-style-type: none">- “Before we start, what does being respectful look like here?”- “Remember what we said about sharing equipment.”- “As you move to your groups, think about how to keep voices at a working level.”- “What’s one way you can show responsibility right now?” |

Appendix I - Nadeen School Classroom Expectations Template

Class Name/Year: _____

Teacher: _____

Date: _____

Our Classroom Expectations

We agree to:

1. Be Ready – Come prepared with materials, a positive attitude, and a willingness to learn.
2. Be Respectful – Speak kindly, listen when others are speaking, and care for people and property.
3. Be Safe – Move calmly, keep hands and feet to yourself, and follow safety guidelines.
4. Be Responsible – Complete tasks on time, follow instructions the first time, and own your actions.
5. Be a Learner – Try your best, ask questions, and embrace challenges.

What This Looks Like in Our Class

| Rule | In Practice Examples |
|----------------|---|
| Be Ready | Books open at start, homework brought in, pencils sharpened |
| Be Respectful | Wait turns to speak, use polite words, tidy shared spaces |
| Be Safe | Walking indoors, using equipment as intended |
| Be Responsible | Hand in work on time, admit mistakes honestly |
| Be a Learner | Have a go before asking for help, ask “How can I improve?” |

If Expectations Aren't Followed

We understand that choices have consequences:

| Step | Action |
|------|--|
| 1 | Gentle reminder |
| 2 | Clear warning and chance to change behaviour |
| 3 | Time out / seat change / restorative chat |
| 4 | Record on CPOMS if repeated or serious, contact parents |
| 5 | Involve Head of Phase / SLT for persistent or severe cases |

Class Agreement

By signing below, we agree to follow these expectations and treat each other with kindness and respect.

Learners: _____

Teacher: _____

Date: _____

Nadeen Primary Classroom Expectations Template

Class Name: _____

Teacher: _____

Date: _____

Our Class Promises

We promise to:

1. Kind Hands, Kind Words – We are gentle with our friends and talk nicely.
2. Walking Feet – We walk inside to keep everyone safe.
3. Looking Eyes, Listening Ears – We watch and listen when someone is speaking.
4. Take Care – We look after our toys, books, and the classroom.
5. Have a Go – We try new things, even if they are tricky.

What This Looks Like

| Rule | In Practice Examples |
|------------------------------|--|
| Kind Hands, Kind Words | Share materials , gentle touches, say “please” and “thank you” |
| Walking Feet | Walk in the classroom, use slow steps indoors |
| Looking Eyes, Listening Ears | Look at the speaker, stop and listen when the bell rings |
| Take Care | Put toys away, handle books gently |
| Have a Go | Try a puzzle before asking for help, join in games |

If We Forget Our Promises

| Step | What Happens |
|------|--|
| 1 | Gentle reminder with picture cue or hand signal |
| 2 | Clear warning and chance to choose the right way |
| 3 | Time with teacher to calm down and talk about it |
| 4 | Tell parents if behaviour keeps happening or is unsafe |
| 5 | Head of Primary or Inclusion Lead helps make a plan |

Our Promise

We will help each other to be safe, kind, and happy in our classroom.

Children: _____

Teacher: _____

Date: _____

Appendix J - Decree 99/ 2017 / ن ع م No students' Discipline Regulations For Government & Private Schools

The Ministry of Education in Bahrain issued a new regulation in 2017 that sets out the rules for student behaviour (discipline) in all government and private schools.

All government and private schools must follow the new student discipline regulations at every grade level. These rules apply:

To all students, in all grade levels in government and private schools and for violations that happen:

- *Inside school*
- *On school buses*
- *During school trips*
- *During school or Ministry events/activities*

Behaviour Categories and Responses

1. First Category Violations

Examples of Violations

- Late arrival to school, morning assembly, or lessons.
- Not participating in assembly.
- Leaving/entering class without permission.
- Missing lessons or being absent from school.
- Not submitting homework; not bringing required books/equipment.
- Incorrect uniform (school or PE).
- Littering or not maintaining cleanliness.
- Bringing mobile phones or electronic devices without permission.

Responses

1. Guidance by school specialists or counselors.
2. Verbal warning.
3. Written warning.
4. Contact with guardian; written pledge from learner and guardian if repeated.
5. Educational / reflective tasks.
6. Temporary removal from school activities, events, or trips.

2. Second Category Violations

Examples of Violations

- Breaching school rules, regulations, or management instructions.
- Offending or disrespecting peers, staff, or other community members.
- Creating disorder or disruption on campus, buses, or during activities.
- Spreading rumours or false information affecting the school community.
- Leaving school without permission.
- Behaviours that disrupt or distort the school environment.
- Misusing or damaging school facilities.
- Indecent or inappropriate behaviour.
- Smoking, possessing, or promoting smoking-related materials.

Responses

1. Contact with guardian; written pledge from learner and guardian.
2. Educational / reflective tasks.
3. Temporary exclusion from activities, events, or trips.
 - Level 1: Approved by Achievement Leader; staff member informs home.
 - Level 2: Approved by SLT; staff member informs home.
 - Level 3: Approved by Vice-Principal; staff member informs home.
4. Withdrawal from onsite learning (suspension):
 - 1 day: Meeting with parents, learner, Class Teacher + SLT.
 - 2 days: Same as above.
 - 3+ days: Meeting with parents, learner, Class Teacher and/or Vice Principal (may include external professionals).
 - Possible exclusion ranging from 1 day to one school term, or one term to one school year (with access to exams).
5. Referral to Learner Services Directorate for further review and recommendations.

3. Third Category Violations

Examples of Violations

- Verbal, symbolic, or physical abuse against peers or staff.
- Damage, tampering with, or theft of school property, equipment, labs, or buses.
- Behaviours that obstruct the educational process (e.g., deliberate refusal to attend lessons or incitement).
- Filming/recording learners or staff without written permission, or sharing such material.
- Possession, distribution, or promotion of pornographic material.
- Sexual harassment, assault, or related behaviours.
- Possession, promotion, or distribution of weapons or dangerous materials.
- Use, possession, or promotion of alcohol, drugs, or psychotropic substances.
- Impersonation of another learner or guardian.
- Cheating, promoting or inciting cheating.
- Acts that incite sectarianism, offend religions, or insult national symbols.
- Falsifying official school or ministry documents.
- Rioting, inciting disorder, obstructing access to school/ministry buildings.
- Misuse of computers or IT systems, including:
 - Unauthorised access or use of passwords.
 - Copying/distributing school data.
 - Use of hacking/decoding tools.
 - Damaging data or disabling protection software.
 - Distributing others' personal information.
 - Downloading software/games without permission.

Responses

1. Contact with guardian; written pledge from learner and guardian.
2. Educational / reflective tasks.
3. Suspension from use of the school bus (up to one term).
4. Suspension from free school transportation (one month to one school year).

5. Suspension from school (10 days to one school year), with access to exams.
 - 1 day: Meeting with parents, learner, Class Teacher + SLT.
 - 2 days: Class Teacher + SLT meeting.
 - 3+ days: Meeting with Class Teacher and/or Principal (external professionals may attend).
6. Final suspension for learners exceeding the commitment stage.

Appendix K – Key Evidence Sources









- International Institute for Restorative Practices (IIRP) – 2023 meta-analysis on RP outcomes
- Public Health England – Promoting Children and Young People’s Emotional Health and Wellbeing (RP guidance)
- HPL Framework – Values, Attitudes, and Attributes (VAAs)
- The Iceberg Model – Trauma-informed behavioural analysis framework

Audit trail

Details

| | |
|------------------|--|
| FILE NAME | ACD - Behaviour For Learning Policy - 2025-26 v1.0 |
| STATUS | <div><div></div>Signed</div> |
| STATUS TIMESTAMP | 2026/01/28 05:55:32 UTC |

Activity

| | | |
|--|---|----------------------------|
|  SENT | principalpa@nadeenschool.com sent a signature request to: <ul style="list-style-type: none">SUZANNE RODRICKS (s.rodricks@nadeenschool.com)JBatts (j.batts@nadeenschool.com)Shanee Puri (shanee.puri@nadeenschool.com)paul sherlock (p.sherlock@nadeenschool.com)J.Gilvear (j.gilvear@nadeenschool.com)Lianne Greenall (l.greenall@nadeenschool.com) | 2026/01/27 11:58:55 UTC |
|  SIGNED | Signed by Shanee Puri (shanee.puri@nadeenschool.com) | 2026/01/28 05:55:32 UTC |
|  SIGNED | Signed by SUZANNE RODRICKS (s.rodricks@nadeenschool.com) | 2026/01/27 12:55:22 UTC |
|  SIGNED | Signed by JBatts (j.batts@nadeenschool.com) | 2026/01/27 12:21:58 UTC |
|  SIGNED | Signed by paul sherlock (p.sherlock@nadeenschool.com) | 2026/01/27 12:45:07 UTC |
|  SIGNED | Signed by J.Gilvear (j.gilvear@nadeenschool.com) | 2026/01/27 16:48:26 UTC |
|  SIGNED | Signed by Lianne Greenall (l.greenall@nadeenschool.com) | 2026/01/27 17:34:36 UTC |
|  COMPLETED | This document has been signed by all signers and is complete | 2026/01/28 05:55:32 UTC |

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