

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 is guided by The Ministry of Education issued **Decision No. (279) of 2025, 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 who chairs the committee
- Head of Primary
- Pastoral Leader for Primary
- Pastoral Leader for Secondary
- School Counsellor

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 outlines our relationship-focused approach to learner behaviour, in line with the Ministry of Education guidelines for behaviour management in Bahrain schools ([Appendix H](#)) and underpinned by our High Performance Learning (HPL) principles. Our focus is on fostering growth for all learners, whatever their starting point at Nadeen, by ensuring they receive the high expectations and appropriate support they need to succeed within our school community.

High Performance Learning and Behaviour

At Nadeen, behaviour is viewed as something that can be taught, developed and improved. Our approach reflects the High Performance Learning belief that every learner is capable of achieving highly when they experience high expectations, appropriate support and opportunities to grow.

Our behaviour practice will:

- Maintain high expectations for every learner while recognising individual needs and providing reasonable adjustments.
- Teach, model and reinforce the HPL Values, Attitudes and Attributes: **Empathetic, Agile and Hard-working.**
- Encourage learners to reflect on their choices, understand their impact and take responsibility for repairing harm.
- Use mistakes and setbacks as opportunities for learning, reflection and growth.
- Develop learner independence, self-regulation, resilience and responsible decision-making.
- Recognise effort, improvement, positive contribution and sustained commitment—not only compliance or outcomes.
- Use restorative and relational approaches that protect dignity, strengthen relationships and rebuild belonging.
- Avoid labelling learners by their behaviour; the behaviour is addressed while the learner remains valued and included.
- Ensure consequences are fair, proportionate, consistent and designed to support better future choices.
- Promote learner voice and provide opportunities for learners to contribute positively to their class, school and wider community.

HPL language for behaviour conversations

Adults should support learners to consider:

- **Empathetic:** How did your choice affect others? How can you repair the relationship?
- **Agile:** What could you do differently next time? Which strategy could help you?
- **Hard-working:** How will you keep going, manage the challenge and make a positive change?
- **Reflective:** What happened, what were you thinking and what have you learned?
- **Responsible:** What action will you take now to put things right?

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 B 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. Please refer to Appendix C & Appendix G for further information.

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

In Secondary and Sixth Form, staff use a consistent staged approach when responding to behaviour. The aim is to address concerns early, provide learners with opportunities to reset, and use restorative practice where behaviour continues:

Stage	What happens	Ownership
Remind & Redirect	Clear reminder of expectations; redirect, proximity or seating change where appropriate.	Teacher
Reset	Clear warning that behaviour needs to change; learner given an opportunity to reset.	Teacher
Restore & Repair	If behaviour continues, a short restorative follow-up takes place at break/lunch: reflection, conversation and agreed action.	Teacher
Pattern of Behaviour Over Time	The learner attends a scheduled Restorative Reflection session at lunch. HoY oversees the session; referring teacher completes the restorative conversation and agrees next steps with the learner. Parents must be contacted.	Teacher & HoY

Serious, harmful or safeguarding-related behaviour should be escalated immediately in line with the Behaviour Policy; staff are not required to progress through each stage before escalation.

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 D for more details and explanation.](#)

[Please refer to Appendix E](#)

[Please refer to Appendix F](#)

[Please refer to Appendix G](#)

10.0 Review

This policy will be reviewed on an annual basis to ensure its continued relevance and effectiveness.

This policy has been informed by best practise and the Bahrain Ministry of Education Decree Bahrain's Law No. 4/2026 and Law No. 27/2005 (Education Services) explicitly state that the philosophy of any educational institution must not undermine or conflict with Islamic, national, and societal values, constants, and Arab identity.

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.	- 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.	- 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.	- 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.

			- Peer accountability partners to encourage follow-through.
Repair	Hardworking, Resilient	Acknowledge harm, take steps to fix it, and strengthen relationships.	- 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). Scaffolded reflection tools for understanding triggers. - 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.	- “Fresh start” conversations. - Publicly celebrate positive change. - Recognition of growth in attitude, not just achievement. - 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. - 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 C – 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	- “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	- “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	- “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 D - 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

Tier 2	Persistent disruption, unkind language	If language becomes targeted or bullying → Tier 3	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	Restorative conference; inclusion referral; behaviour plan	Pastoral Head + Counsellor + Inclusion Head
Tier 4	Serious harm, safeguarding	Immediate Tier 4	Formal sanction; leadership-led conference; external agency referral, Removed from classroom,.	VP + Principal + DSL

Example – Secondary / Sixth Form

The staged classroom response outlined in Section 8.3 is used to manage everyday and persistent classroom behaviour. The tiers below provide the framework for determining the level of pastoral or leadership intervention required where behaviour becomes persistent, escalates or is sufficiently serious.

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 & Head of Year
Tier 3	Physical aggression / fighting Harassment / bullying Truancy Possession or use	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	Head of Year & Assistant Head

	of banned items (e.g. vapes) Serious or repeated disrespect		Possible suspension (internal / external) Tracked via iSAMS & Pastoral Tracker	
Tier 4	Serious violence safeguarding	Immediate Tier 4	Formal investigation by senior leaders Possible suspension (internal / external) External support Parent meeting with senior leadership Reintegration / restorative plan before return Tracked via iSAMS & Pastoral Tracker	Assistant Head, Vice Principal, Principal & DSL

Appendix E- 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	Repeated low-level behaviour despite the staged classroom response, resulting in a Stage 4 – Pattern of Behaviour Over Time referral.	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 F - Nadeen School Primary 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	Contact parents if behaviour is repeated or serious.
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 G – Ministry of Education Decision No. (279) of 2025

Student Discipline Regulation for All Educational Stages

The Ministry of Education issued **Decision No. (279) of 2025**, introducing an updated Student Discipline Regulation. The Decision repeals the previous Student Discipline Regulation issued under **Decision No. (99/M.A.N/2017)**.

The Regulation covers behaviour occurring:

- Within school boundaries, including associated external areas.
- Within virtual classrooms and during e-learning.
- During school or Ministry organised trips.
- During school or Ministry events and activities.
- During activities conducted either in person or electronically.

When considering a behavioural violation and determining an appropriate response, consideration should be given to:

- The learner's age, educational stage, developmental level and understanding.
- The nature and seriousness of the behaviour and any harm caused.
- The circumstances surrounding the incident.
- The learner's academic and behavioural history.
- Any identified special educational needs.
- Any circumstances beyond the learner's control, including technical or electronic difficulties.

Behaviour Categories and Responses

1. First Category Violations

Examples of Violations

- Repeated lateness to school.
- Repeated lateness to lessons.
- Entering or leaving a lesson without permission.
- Absence from lessons without a valid reason.
- Absence from school or scheduled virtual learning without a valid reason.
- Repeated delay or failure to complete assigned work and learning activities.
- Failure to bring required books or equipment.
- Failure to comply with school or PE uniform expectations.
- Failure to maintain appropriate general appearance.
- Failure to maintain the cleanliness of the school.

Responses

1. Guidance and counselling.
2. Private verbal warning.
3. Written warning.
4. Contact with the learner's guardian and, for repeated violations, a written undertaking from the learner and guardian.
5. Additional age-appropriate educational or corrective tasks.

6. Temporary suspension from specified school activities, events or trips for up to one academic term, subject to the appropriate decision-making process.

2. Second Category Violations

Examples of Violations

- Breaching school rules, systems or instructions, including during e-learning, trips and activities.
- Insulting or offending learners, staff, school employees or others within the school community.
- Disruptive behaviour in school, virtual classrooms, trips, events or activities.
- Failure to follow e-learning or safe technology-use instructions.
- Spreading rumours or false information that negatively affects the school community or public.
- Leaving school without authorisation.
- Behaviour that damages or defaces the school environment.
- Misuse of school facilities or equipment.
- Behaviour that violates standards of decency or public morals.
- Bringing unauthorised electronic devices to school.
- Smoking or possessing, displaying, promoting, selling or facilitating access to tobacco, nicotine products, substitutes or associated devices.
- Bringing medication to school without prior school approval supported by the necessary medical information.

Responses

1. Private verbal warning.
2. Written warning.
3. Contact with the guardian and a written undertaking from the learner and guardian.
4. Additional educational or corrective tasks.
5. An apology to the person affected, where appropriate.
6. Temporary suspension from specified activities, events or trips for up to one academic term.
7. Confiscation of an electronic device involved in a violation, for a period not exceeding the end of the same academic term.
8. Temporary suspension from class attendance for 1–10 school days, depending on the nature and recurrence of the behaviour. During this period, the learner may be assigned social tasks while retaining access to learning activities and examinations.
9. For eligible learners who have completed compulsory education, transfer to the Home Study system may be considered.

3. Third Category Violations

Examples of Violations

- Bullying or verbal, symbolic or physical assault against another learner.
- Verbal, symbolic or physical assault against teaching, administrative, school or Ministry staff, or another person present within the school environment.
- Damage, destruction, vandalism, tampering with or theft of school or public property.
- Damage, destruction or theft of another person's property.
- Damage, destruction or misuse of school buses, or assaulting others on or around school transport.
- Deliberately disrupting or obstructing the educational process, including refusing to attend lessons or encouraging others to do so.
- Photographing or recording lessons, learners or staff, or publishing recordings or images, without written school permission.
- Cheating, attempting to cheat or encouraging others to cheat.

- Having another person complete academic work or learning activities on the learner's behalf.
- Unauthorised or illegal access to another learner's or staff member's electronic account.
- Using another person's account, with their knowledge, to complete academic work on their behalf.
- Refusing without valid reason to participate in Ministry-selected sporting, scientific or artistic competitions, or encouraging others to refuse.
- Serious misuse of school or Ministry ICT systems, including:
 - Unauthorised use of devices, software or networks.
 - Copying or distributing school data without approval.
 - Disclosing passwords.
 - Altering, damaging or destroying electronic data.
 - Publishing information that affects others, public order or morals.
 - Theft or unlawful possession of ICT equipment.
 - Unauthorised downloading of software or games.
 - Disabling security or antivirus software.
 - Sharing or distributing another person's personal data.
 - Using or distributing hacking, password theft, decryption or network-disruption tools.

Responses

1. Written warning.
2. Contact with the guardian and a written undertaking from the learner and guardian.
3. Additional educational or corrective tasks.
4. Transfer to another class.
5. Suspension of school transport entitlement for up to one academic year where the violation relates to school transport.
6. Cancellation of the relevant grade for academic work or examinations where the violation involves cheating or another person completing work.
7. Suspension from class attendance for 10 school days to one academic term, depending on the nature and recurrence of the behaviour, while maintaining access to learning activities and examinations.
8. In specified circumstances, nullification of semester results and entry of a grade of zero.
9. For eligible learners who have completed compulsory education, transfer to the Home Study system may be considered.

4. Fourth Category Violations

Examples of Violations

- Possessing, publishing, displaying, promoting, distributing or selling pornographic material.
- Posting indecent or immoral video material online.
- Sexual harassment or sexual assault, including encouraging or assisting such behaviour.
- Possessing, bringing, displaying, promoting, distributing or using weapons, sharp tools or hazardous materials that threaten safety.
- Bringing or consuming prohibited substances, including alcohol, narcotics or psychotropic substances.
- Impersonating another learner or guardian, or permitting another person to impersonate them.
- Insulting religions or provoking sectarian, doctrinal or racial discord.
- Offending state authorities or official institutions.
- Insulting national symbols, including the national flag, anthem or emblem, or otherwise offending the Kingdom.
- Forging official school or Ministry documents.
- Rioting, causing serious disorder, obstructing access to places of study or work, or encouraging or assisting such behaviour.

- Serious disruption of the educational process or public order.

Responses

Depending upon the nature and recurrence of the violation, responses may include:

1. Suspension from class attendance for 10 school days to one academic year, while maintaining access to learning activities and examinations and completing appropriate social tasks.
2. Nullification of semester results and entry of a grade of zero where applicable.
3. For eligible learners who have completed compulsory education, transfer from regular morning education to the Home Study system.

Student Discipline Committee and Serious Incidents

The Regulation establishes a **Student Discipline Committee** responsible for investigating behavioural violations and determining or recommending appropriate remedies.

The Committee is chaired by the Principal or Acting Principal and includes four members of teaching and administrative staff, one of whom must be the social counsellor.

For Category Two, Three and Four violations, a learner may be temporarily suspended from school for the purpose of an investigation for up to three school days, renewable once for a further period of up to three school days, subject to the required Ministry approval.

During an investigation-related suspension, arrangements should be made to ensure that the learner continues to receive appropriate learning materials and activities.

Investigations should be formally documented and may include statements from:

- The learner concerned.
- Other learners.
- Teaching and administrative staff.
- Relevant witnesses or other persons considered necessary.

Guardians must be informed where an investigation is conducted with a learner aged between seven and eighteen and have the right to attend the investigation.

Additional Procedural Requirements

Where a learner's behaviour constitutes more than one category of violation, the response applicable to the more serious violation should be followed.

All behavioural violations, responses, procedures and decisions should be appropriately recorded within the learner's behavioural record.

Where property has been damaged, this Regulation does not prevent the application of civil liability requiring the learner's guardian to compensate for resulting damage.

Where there is a suspicion that an incident may constitute a criminal offence, the matter may be referred through the appropriate Ministry procedures to the relevant government authorities. This does not prevent the school or Ministry from applying appropriate disciplinary measures.

A learner or guardian may submit a **written grievance within seven days** of becoming aware of a disciplinary decision. This should be processed in accordance with the procedures established by the Ministry.

Where appropriate, behavioural rehabilitation, psychological support, academic counselling or referral to specialist services may form part of the learner's intervention and support programme.

Application within Nadeen School

As a private school, Nadeen School uses the Ministry of Education Student Discipline Regulation as an important framework for guiding its Behaviour Policy and decision-making.

The school will seek to apply behavioural responses in a manner that is proportionate, educational, restorative and appropriate to the individual learner, taking account of the learner's age, developmental needs, behavioural history, special educational needs, the circumstances surrounding the incident and the impact of the behaviour.

The school's own behaviour, safeguarding, pastoral and restorative procedures operate alongside this framework to promote learner wellbeing, accountability, positive relationships and a safe learning environment.

Appendix H – 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 v1.2 - 13/09/2026, 08:57
STATUS	 Signed
STATUS TIMESTAMP	2026/09/13 16:19:56 UTC

Activity

 SENT	principalpa@nadeenschool.com sent a signature request to: • Paul Sherlock (p.sherlock@nadeenschool.com) • Jack Gilvear (j.gilvear@nadeenschool.com) • Shanee Puri (shanee.puri@nadeenschool.com) • Suzanne Rodricks (s.rodricks@nadeenschool.com)	2026/09/13 05:58:36 UTC
 SIGNED	Signed by Shanee Puri (shanee.puri@nadeenschool.com)	2026/09/13 06:15:13 UTC
 SIGNED	Signed by Suzanne Rodricks (s.rodricks@nadeenschool.com)	2026/09/13 16:19:56 UTC
 SIGNED	Signed by Jack Gilvear (j.gilvear@nadeenschool.com)	2026/09/13 06:06:54 UTC
 SIGNED	Signed by Paul Sherlock (p.sherlock@nadeenschool.com)	2026/09/13 06:02:55 UTC
 COMPLETED	This document has been signed by all signers and is complete	2026/09/13 16:19:56 UTC

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