



# Student Behaviour Policy

This policy has been adopted by the Creative British School Principal and board of Governors

Policy Created	September 2024
Policy Review date	August 2025

Signed Principal: Mr. Phillip Morris

A handwritten signature in black ink, appearing to read 'P.M.', is placed over the printed name of the principal.

Date: 01-09-24



# Creative British School Student Behaviour Policy

## 1. Policy Overview

The Creative British School (CBS) is committed to fostering a positive and respectful learning environment that aligns with the ADEK Wellbeing Policies, ADEK Inclusion Policy, and the National Policy for the Prevention of Bullying in Educational Institutions. Our Student Behaviour Policy is designed to promote positive behaviour, prevent misconduct, and support students in their personal and academic growth.

### 1.1 Policy Components

Our policy encompasses the following key areas:

- **Positive Behavior Model** (Section 2)
- **Student Code of Conduct** (Section 3)
- **Misconduct Policy and Procedures** (Section 4)
- **Bullying Prevention** (Section 5)
- **Support and Interventions** (Section 6)

### 1.2 Annual Review

CBS will review and update this policy annually, assessing its effectiveness and making adjustments based on incident records and feedback.

### 1.3 Communication

We will ensure clear communication of this policy throughout the school community. Parents will acknowledge understanding of the policy as part of the parent-school agreement.

## 2. Positive Behaviour Model

### 2.1 Approach and Principles

CBS is dedicated to creating a supportive environment where high standards of behaviour are celebrated. Our model includes:

- **Respect for UAE National Identity and Culture:** Aligning with ADEK Values and Ethics Policy and ADEK Cultural Consideration Policy.
- **Positive School Environment:** Fostering a safe, enriching, and respectful atmosphere for all members of the school community.

### 2.2 Strategies and Frameworks

We employ school-wide strategies to educate students on:

- **Social-Emotional Development:** Encouraging self-awareness, emotional regulation, and responsible decision-making.
- **Respect for Diversity:** Promoting inclusivity and understanding among students.
- **Bullying Prevention and Intervention:** Addressing and preventing bullying through education and support.

## 2.3 Training and Communication

- **Educator Training:** Staff will receive training on our behaviour policy and positive behaviour management techniques.
- **Parent Engagement:** Clear communication will be established with parents regarding their role in supporting positive behaviour.

## 2.4 Support and Intervention

Procedures will be in place to identify students at risk of misconduct and to provide appropriate support and interventions.

Rewards and Positive strategies:

Awards/Rewards	Frequency	Awarded By
Class Teacher's Appreciation Award (sticker/note)	Regular and often	Class teacher
Achievement Award	Termly	Principal/Vice Principal
Student of the Week	1 child per week per section (FS2 & Primary)	Class teacher/Phase Leader
Golden Ticket	Class based on overall behaviour	SLT/Phase Leader
Principal's Award	1 child per month per section (Secondary)	Class Teacher/ Subject Lead/Secondary Head
Best Classroom Attendance Trophy	1 Class per month (Primary and Secondary)	Vice Principal
Principal's Award	1 child per week per class (FS2 & Primary)	Principal /Vice Principal
Student Of the Term	1 child each term per section (FS2 & Primary)	Class Teacher/SLT/Social Worker
Weekly class attendance	Weekly per year group FS2-Yr9	Principal/Vice Principal
100% Attendance award	Each Term	Social Worker
House Points	Daily	Class Teacher/Teaching Assistants/SLT
Class Dojo Points	Daily	Class Teacher /Subject Teachers
CBS Student Leadership	Yearly	SLT/Phase Leaders

# 3. Student Code of Conduct

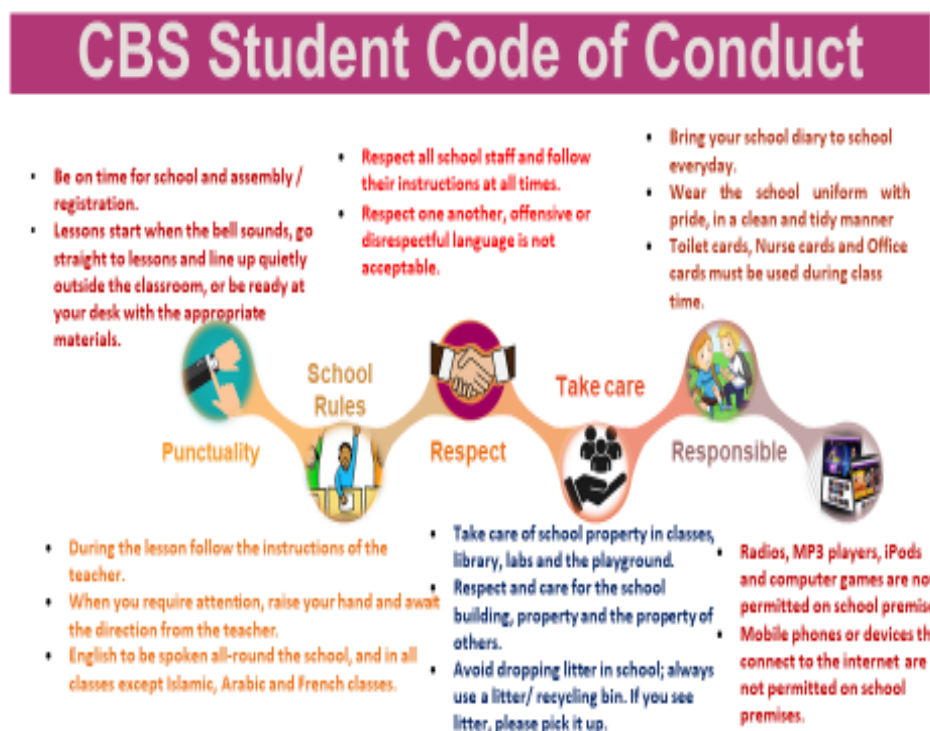
## 3.1 Positive Behaviour Expectations

CBS expects students to demonstrate the following behaviours:

- **Respect and Responsibility:**
  - Follow all school rules and guidelines.
  - Behave safely and responsibly.
  - Care for school property and that of others.
- **Positive Representation:**
  - Act as ambassadors for the school in public settings.
- **Engagement with Learning:**
  - Attend school regularly and punctually.
  - Complete assignments with effort and honesty.
  - Respect others' learning environments.
- **Courtesy and Civility:**
  - Speak politely and courteously.
  - Respect personal space and boundaries.
  - Engage in good hygiene practices.
  - Promote environmental awareness and sustainability.

## 3.2 Application of the Code

- **Supervised Settings:** Expectations apply during school activities, including transport and off-campus events.
- **Extended Application:** Students are expected to uphold these standards even when not under direct school supervision, such as while wearing school uniforms in public.



# Misconduct Policy and Procedures

Creative British School (CBS) is committed to maintaining a positive learning environment through a balanced approach to student misconduct. Our Misconduct Policy focuses on applying positive behaviour management techniques, encouraging accountability, and providing support before resorting to disciplinary actions. This policy aligns with the ADEK Student Behaviour Policy and the Ministerial Resolution No. (851) of 2018.

CBS aims to create a culture where:

- **Students are given opportunities to explain and take ownership** of their actions.
- **Root causes of behaviour** are explored to understand underlying issues.
- **Students are engaged** in developing their own behaviour management strategies.
- **Support** is provided in the form of social, emotional, and educational resources to foster positive behaviour.

## 4.1 Levels of Misconduct

CBS distinguishes between different levels of misconduct as follows:

### Level One Offenses

**Minor Infractions** that disrupt daily school routines:

1. **Repeated Tardiness:** Being late to the morning assembly or failing to participate without a valid excuse.
2. **Late Arrival to Class:** Failing to attend classes on time repeatedly without a valid excuse.
3. **Non-Compliance with Uniform:** Not adhering to the school uniform policy without a valid excuse.
4. **Rule Violation:** Not following school rules as outlined in the Student Code of Conduct.
5. **Neglecting School Materials:** Not bringing necessary books or resources for school without a valid excuse.
6. **Eating or Sleeping in Class:** Eating or sleeping during class time or the morning assembly without permission.
7. **Incomplete Homework:** Not completing homework or assignments in a timely manner, if applicable.
8. **Misuse of Digital Devices:** Using digital devices inappropriately (e.g., playing games, social media, messaging) without permission.
9. **Other Similar Misconduct:** Any other minor misconduct as determined by the Behavioural Management Committee.

### Level Two Offenses

**Moderate Infractions** that have a greater impact on the school environment:

1. **Unexcused Absences:** Failing to attend school without a valid excuse.
2. **Unauthorized Movement:** Leaving or entering the classroom without permission.

3. **Skipping Mandatory Activities:** Not attending mandatory school activities or events without a valid excuse.
4. **Inciting Conflict:** Provoking, threatening, or intimidating peers.
5. **Cultural Insensitivity:** Acting in a manner that contradicts ADEK Cultural Consideration Policy.
6. **Minor Property Damage:** Causing minor damage to school property or bus furniture.
7. **Unauthorized Mobile Phone Use:** Using mobile phones or communication devices without permission.
8. **Verbal Abuse:** Insulting or verbally abusing members of the school community.
9. **Substance Use:** Possessing or using tobacco or related products.
10. **Refusal to Comply:** Refusing to follow inspection instructions or surrender banned items.
11. **Other Similar Misconduct:** Any other moderate misconduct as determined by the Behavioural Management Committee.

### Level Three Offenses

**Serious Infractions** that significantly impact the safety and integrity of the school environment:

1. **Bullying and Harassment:** Engaging in bullying, harassment, or abuse, including online defamation.
2. **Academic Dishonesty:** Committing plagiarism or other forms of academic dishonesty.
3. **Unauthorized Departure:** Leaving school premises without permission.
4. **Property Vandalism:** Destroying or vandalizing school property.
5. **Bus Vandalism:** Damaging the school bus or harming its occupants.
6. **Assault:** Physical assault without causing serious injury.
7. **Reckless Driving:** Driving recklessly on or around school premises.
8. **Unauthorized Media Distribution:** Capturing or distributing media of staff or students without consent.
9. **Other Similar Misconduct:** Any other serious misconduct as determined by the Behavioural Management Committee.

### Level Four Offenses

**Severe Infractions** that involve illegal or extremely harmful behaviour:

1. **Unlawful Communication:** Using digital communication for illegal or immoral purposes, discrediting the school.
2. **Possession of Weapons:** Having weapons or items used as weapons on school premises.
3. **Sexual Assault:** Engaging in sexual assault or harassment.
4. **Severe Assault:** Assault causing injury to others.
5. **Premeditated Theft:** Committing theft or attempting to cover it up.
6. **Illegal Content:** Possessing or distributing illegal or inappropriate content.
7. **Exam Integrity Violation:** Leaking exam questions or related activities.
8. **Arson:** Setting fire to school property.
9. **Political Insult:** Insulting political, religious, or social figures in the UAE.
10. **Drug and Alcohol Use:** Possessing or using alcohol, narcotics, or other substances.
11. **Cultural Inappropriateness:** Promoting culturally inappropriate ideas or beliefs.
12. **Digital Misconduct:** Engaging in illegal digital activities such as hacking.

13. **Trespassing:** Entering school premises after hours without permission.
14. **Other Similar Misconduct:** Any other severe misconduct as determined by the Behavioural Management Committee.

### 4.3 Behaviour Committee

The School has a 'School Behaviour Committee' to review and discuss student behavioural issues. The remit of this committee is to ensure that:

- All disciplinary actions are fair and equitable to all students without exception.
- All disciplinary actions are appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.

The Behaviour Management Committee consists of:

- Mr. Phillip Morris, the Principal
- Ms. Jiji Joseph, Social Worker
- Mr Vincent Walters, Vice Principal/Head of Secondary
- Ms. Nour, MoE Head of MOE Subjects
- Ms. Anala, Head of Inclusion for Students with additional learning needs

### 4.4 Preventive Mechanisms

The school shall implement programs that encourage students to explore the underlying causes of their behaviour and develop strategies for positive change before any disciplinary measures are considered. Opportunities will be created for students to reflect on their behaviour through guided discussions and self-assessment tools, aimed at promoting self-awareness and responsibility. Mentorship and peer support programs will be established to provide students with role models and support networks for guidance and encouragement in managing their behaviour. Necessary, individualized behaviour support plans will be developed to address specific needs and challenges faced by students, aiming to prevent future incidents. The school will use positive reinforcement strategies to recognize and reward desirable behaviour, thereby motivating students to maintain and improve their conduct.

## 4.5 Disciplinary Actions

### 1. Acceptable Disciplinary Actions

The following disciplinary actions are permissible at Creative British School, provided they are appropriate to the student's age and the severity of the misconduct. Each action is designed to be fair and constructive, aimed at helping students understand and rectify their behaviour.

**1.1 Discussion with the Student and/or Parents:-** A preliminary conversation to address the behaviour issue. The student and their parents are involved in discussing the misconduct and exploring possible solutions.

**1.2 Formal and Recorded Meetings:-** A documented meeting to discuss serious or repeated misconduct. The meeting details are recorded for future reference.

**1.3 Verbal Warning:-** A direct oral warning issued to the student about their behaviour and the potential consequences of further infractions.

- 1.4 Written Warning to Parents:**- A formal written notice sent to parents outlining the student's misconduct and required behavioural improvements.
- 1.5 Temporary or Permanent Removal from a Class/Group:**-Removal from a specific class or group, either temporarily or permanently, to address disruptive behaviour.
- 1.6 Loss of School Privileges:**-Suspension of certain privileges, such as participation in extracurricular activities or access to specific facilities.
- 1.7 Confiscation of Illicit Goods:**-Temporary or permanent confiscation of items that violate school policy (e.g., mobile phones) with a resolution by the Behavioural Management Committee.
- 1.8 Supervised Detention:**-Detention during breaks, lunch, or after school under supervision, with parental consent.
- 1.9 Supervised Restorative Community Work:**-Participation in community service activities designed to repair harm caused by the student's behaviour.
- 1.10 Temporary Exclusion from School Premises:**-Suspension from attending school for a specified period as a consequence of serious misconduct.
- 1.11 Permanent Exclusion (Expulsion):**-Permanent removal from the school due to severe or repeated misconduct.

## 2. Prohibited Disciplinary Actions

The following methods are strictly forbidden as disciplinary actions at Creative British School:

- **Corporal Punishment:** Physical force used as a means of discipline.
- **Disclosing Personal Information:** Sharing students' private information without consent.
- **Psychological Punishment:** Verbal abuse or threats.
- **Locking Students Inside Premises:** Restricting physical freedom in a harmful manner.
- **Seizing Personal Belongings Without Resolution:** Taking personal items without a formal decision.
- **Lowering Academic Grades:** Altering grades or threatening to do so.
- **Punishing a Group for Individual Misconduct:** Applying collective punishment for individual actions.
- **Imposing Additional Schoolwork:** Assigning extra academic tasks as punishment.
- **Mocking or Insulting:** Demeaning students publicly or privately.
- **Preventing Use of Facilities:** Restricting access to essential facilities like restrooms or food.
- **Detention outside Official Hours without Consent:** Holding students beyond regular school hours without permission.

## 4.6. Disciplinary Procedures

This table helps clarify the process for addressing misconduct based on the frequency and severity of the behaviour, ensuring a structured and fair approach to discipline. This table outlines the actions to be taken for each level of misconduct, depending on whether it's the first, second, third, or repeated instance:

Level of Misconduct	First Time	Second Time	Third Time	More than Three Times
Level 1	Verbal Warning Discuss expected	Written Warning: Notify the parent in	Written Warning: Notify the parent in	Written Warning: Notify the parent in



Level of Misconduct	First Time	Second Time	Third Time	More than Three Times
	change in behaviour with the student.	writing about the student's misconduct.	writing and hold meeting(s) to agree on a reasonable joint home-and-school strategy. The parent signs an undertaking to support the agreed strategy.	writing and summon the parent together with the Behavioural Management Committee to agree on how to implement strategies to reduce the negative behaviour.
<b>Level 2</b>	<b>Written Warning</b> Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who signs an agreement to support their child in reforming their behaviour.	<b>Onsite Suspension:</b> Temporarily suspend the student up to 2 days and assign supervised study assignments inside the school. Notify both the student and the parent of a second written warning. Notify the Behavioural Management Committee to agree on strategies for reforming behaviour. The parent signs an undertaking to support the agreed strategy.	<b>Onsite Suspension:</b> Temporarily suspend the student up to 3 days and assign supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioural Management Committee to agree on a final set of actions for reforming behaviour. The parent signs an undertaking to support the agreed strategy.	<b>Expulsion:</b> Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. The Behavioural Management Committee evaluates the evidence and agrees on final disciplinary actions, which may include expulsion. If the student repeats the offense, the school can apply to ADEK for expulsion, including evidence of prior steps and support provided.
<b>Level 3</b>	<b>Onsite Suspension</b> Immediately suspend the student inside the school. The Behavioural Management Committee evaluates the evidence and determines disciplinary actions. Summon	<b>Offsite Suspension:</b> Immediately suspend the student offsite until the end of the investigation with notification to the parent. The Behavioural Management Committee evaluates the evidence and	<b>Expulsion:</b> Immediately suspend the student offsite until the end of the investigation with notification to the parent. The Behavioural Management Committee evaluates the evidence and	The Behavioural Management Committee evaluates the evidence and agrees on final disciplinary actions, which may include expulsion. If the student continues to repeat the offense, the school can apply to ADEK for expulsion,

Level of Misconduct	First Time	Second Time	Third Time	More than Three Times
	the parent to inform them of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.	agrees on final disciplinary actions. Provide the student and parent with a final written warning. Summon the student and parent to present the Committee's decision.	agrees on final disciplinary actions, which may include expulsion. If the student repeats the offense, the school can apply to ADEK for expulsion, including evidence of prior steps and support provided.	including evidence of prior steps and sufficient support provided.
<b>Level 4</b>	<b>Offsite Suspension</b> Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee evaluates the evidence and agrees on disciplinary actions and a corrective plan.			

#### 4.7 Appeals Procedure:

Schools shall establish a clear and accessible appeals procedure for decisions made by the Behavioural Management Committee. This procedure must include the following:

1. **Timelines for the Appeal:**

- Parents have 1 working day to appeal a school's decision to suspend their child.
- Parents have 10 working days to appeal a school's decision to expel their child.

2. **Modes of Appeal:**

Appeals can be submitted via email to the Principal or Vice Principal or at the face to face meeting with Behaviour Management Committee.

3. **Decision of the Appeal:**

- After reviewing the appeal with the relevant personnel (e.g., teacher, social worker, and/or counsellor), the school shall issue a final decision (either accepting or rejecting the appeal) within 2 working days for suspension cases and within 7 working days for

expulsion cases, and notify the parent of this decision.

#### 4. Further Actions:

- If the school fails to respond to the appeal within the specified timeframe of 3 working days or if the parent disagrees with the school's final decision, the parent is entitled to submit a complaint to ADEK within 5 working days.

#### 5. ADEK's Review:

- ADEK reserves the right to investigate any complaint related to suspension and expulsion decisions after the final decision has been issued by the school. However, ADEK will not initiate an investigation prior to the school's final decision unless the school has not issued its final decision within the stipulated timeframe.

### 4.8 Positive Handling:

CBS is authorised, under specific circumstances, to physically intervene to maintain order and prevent harm, using reasonable force when necessary.

#### 1. Consideration of Alternatives:

- Prior to employing physical intervention, all other possible solutions must be considered. Positive handling should be regarded as a last resort. Schools may use positive handling techniques to prevent situations where students might: a. Leave the classroom or school premises if such departure could endanger their own safety or that of others. b. Inflict injury upon themselves or others. c. Cause damage to property.

#### 2. Application of Force:

- Any physical intervention must be both reasonable and proportionate, with minimal force used. Staff should consider any vulnerabilities of the student, such as impairments in vision or hearing, mobility limitations, mental health needs, or medical conditions. The following criteria must be met: a. the student must be in immediate danger of causing harm to themselves or others. b. The staff member must have substantial grounds for believing such danger exists. c. Only the minimal amount of force necessary to prevent harm or damage should be applied. d. Efforts should be made to involve other staff members for assistance or to serve as witnesses before engaging in physical intervention. e. Once the risk is mitigated, the student should be allowed to regain control of their behaviour.

#### 3. Prohibition of Force as Punishment:

- Force must never be used as a form of punishment, as this constitutes maltreatment and is considered unlawful under the ADEK Student Protection Policy.

### 4.9 Records

To ensure a comprehensive and systematic approach to recording and managing student misconduct, actions taken, and related processes, while maintaining confidentiality and adherence to regulatory requirements.

- Level 1 misconduct shall be recorded at the class level by the teacher. Such records will include the nature of the misconduct and the initial response.
- Misconduct categorized as Level 2, 3, or 4 shall be recorded at the school level by the administration. All Level 2, 3, and 4 misconduct must be reported to ADEK in accordance with regulatory requirements.
- All records and information related to student behaviour are to be handled with the utmost confidentiality. This applies to: School staff, ADEK and Social care support providers, such as social workers and counsellors.

## 5. Bullying Prevention

To create a safe and supportive environment by preventing and addressing bullying effectively, in alignment with the National Policy for the Prevention of Bullying in Educational Institutions and the ADEK Student Protection Policy.

### 1. Education and Awareness

#### 1.1 Educating Students and Staff:

- **Students:** All students will receive regular training on recognizing, reporting, and responding to bullying. Age-appropriate workshops, role-plays, and interactive sessions will be conducted to help students identify various forms of bullying, including physical, verbal, and cyberbullying.
- **Staff:** Teachers and staff will participate in professional development sessions focused on identifying signs of bullying, understanding its impacts, and implementing effective intervention strategies. Staff will also be trained in recognizing vulnerabilities specific to students with additional learning needs.

### 2. Prevention Strategies

#### 2.1 School-Wide Anti-Bullying Program:

- **Program Development:** The school will implement a comprehensive anti-bullying program that promotes a positive and inclusive school culture. This program will include:
  - Awareness campaigns and educational resources.
  - Peer support initiatives and student leadership roles in promoting anti-bullying messages.
  - Collaboration with parents and community organizations to reinforce anti-bullying efforts.

#### 2.2 Recognizing Vulnerabilities:

- **Additional Learning Needs:** Specific strategies will be developed to support students with additional learning needs, ensuring that they are included in all prevention activities and that their unique vulnerabilities are addressed with sensitivity and tailored support.

### 3. Student Guidelines

#### 3.1 Steps for Students:

- **If Being Bullied:** Students should seek help from a trusted adult, such as a teacher or counsellor. They should also be encouraged to document incidents and report them using the school's designated reporting system.
- **If Bullying Others:** Students should be advised to reflect on their behaviour and seek guidance from staff or counsellors to understand and change their actions.
- **If Witnessing Bullying:** Witnesses are encouraged to support the victim, report the incident to a staff member, and, where appropriate, participate in restorative practices to address the behaviour constructively.

### 4. Staff Procedures

#### 4.1 Handling Bullying Behaviour:

- **Immediate Response:** Staff are required to intervene immediately to stop the bullying and ensure the safety of all students involved. They should document the incident, notify relevant stakeholders, and follow up with appropriate actions.
- **Investigation:** Staff should conduct a thorough investigation of reported incidents, including gathering statements from all parties involved and consulting with counsellors or other support staff as necessary.
- **Support and Reporting:** Staff should provide support to victims, communicate with parents, and report incidents to school leadership and ADEK as required.

### 5. Support and Interventions

#### 5.1 Support for Victims:

- **Counselling and Support Services:** Victims of bullying will receive access to counselling services, support groups, and other resources designed to help them recover from the impact of bullying.
- **Safety Plans:** The school will develop individualized safety plans to ensure the ongoing safety and well-being of victims.

#### 5.2 Interventions for Perpetrators:

- **Behavioural Interventions:** Perpetrators will be provided with behavioural counselling and support to address the root causes of their actions and develop more positive behaviours.

- **Restorative Practices:** Where appropriate, restorative practices will be used to help perpetrators understand the impact of their behaviour and work towards reconciliation with victims.

## 6. Disciplinary Procedures

### 6.1 Addressing Bullying Behaviour:

- **Disciplinary Actions:** Disciplinary procedures will be in line with the school's Misconduct Policy and Procedure. Actions may range from verbal warnings and written reprimands to temporary or permanent exclusion, depending on the severity and frequency of the bullying.
- **Consistency and Fairness:** All disciplinary actions will be applied consistently and fairly, ensuring that both victims and perpetrators are treated with respect and their rights upheld.

## 6. Support and Interventions

Provide comprehensive, student-centered support and interventions for students displaying behaviours of concern or at risk of engaging in such behaviours, in alignment with ADEK policies and best practices in educational support.

### 1. Needs Analysis and Tiered Support

#### 1.1 Needs Analysis:

- **Assessment:** Conduct a thorough needs analysis to determine the causality and extent of the student's behaviour or risk factors. This involves collecting information from various sources including teachers, parents, and the students themselves.
- **Tiered Support Model:** Implement a tiered model of support that provides a range of interventions based on the severity and complexity of the student's needs. This model is designed in accordance with the ADEK Inclusion Policy and ADEK Educational Risk Policy to ensure that every student receives the appropriate level of support.

#### 1.2 Tiered Support Levels:

- **Level 1:** Universal support and preventive measures within the classroom and school environment.
- **Level 2:** Targeted interventions including small group support and specialized programs for students at risk.
- **Level 3:** Intensive, individualized support involving close monitoring and customized strategies for students with significant needs.

### 2. Professional Support and Counselling

#### 2.1 Provision of Support:

- **Counselling Services:** Provide professional counselling to address specific emotional, psychological, or behavioural needs of students. This includes one-on-one sessions, group therapy, and skills workshops.
- **Engagement with Stakeholders:** Engage with parents, teachers, and other relevant stakeholders to collaboratively address the student's needs. Regular meetings and communication channels will be established to ensure a coordinated approach.

## 2.2 Ongoing Monitoring:

- **Progress Tracking:** Continuously monitor the student's progress and effectiveness of the interventions. Adjust support plans as necessary based on feedback from the student, parents, and involved professionals.
- **Feedback Mechanisms:** Implement feedback mechanisms for students and parents to voice concerns and suggestions about the support provided.

## 3. Referral to External Specialists

### 3.1 External Support:

- **Specialist Referrals:** When internal support is insufficient, refer students to external specialists for intensive, individualized, and long-term support. This may include psychologists, therapists, or specialized educational consultants.
- **Parental Involvement:** Parents are responsible for overseeing the student's progress with external specialists and must provide regular updates to a designated school staff member.

### 3.2 Information Sharing:

- **Confidentiality:** The designated staff member will share progress updates with relevant stakeholders on a need-to-know basis, ensuring the confidentiality of sensitive information.

## 4. Disciplinary Actions and Interventions

### 4.1 Coordinated Approach:

- **Disciplinary Actions:** Address any misconduct in line with the school's Misconduct Policy and Procedures, ensuring that disciplinary measures are applied in conjunction with supportive interventions.
- **Integrated Support:** Ensure that any disciplinary actions taken do not negate or replace the support and interventions outlined for the student.

### 4.2 Support Continuity:

- **Comprehensive Support:** Maintain the availability of support services for students with additional learning needs, ensuring that interventions are not diminished or displaced by disciplinary measures.

## 5. Ensuring Comprehensive Support

### 5.1 Holistic Approach:

- **Inclusive Support:** Ensure that interventions for behaviour concerns do not compromise the support provided to students with additional learning needs as per their Developmental Learning Plan (DLP).
- **Collaborative Efforts:** Foster a collaborative environment where support strategies are integrated across all areas of the student's educational experience.

### **This policy should be used in conjunction with other policies**

- Health and Safety Policy
- Child Protection Policy
- Anti-bullying policy
- Student Behaviour Policy

### **Monitoring the Policy**

- The Principal and Behavioural Committee monitors the effectiveness of this policy on a regular basis.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents and records serious incidents on Behaviour Tracker where phase leaders, members of SLT and social worker has been involved.