



THE ENGLISH COLLEGE
D U B A I

PART OF
iSP
International
Schools
Partnership

Primary Positive Behaviour Policy 2026/2027

AIM: (final result we are aiming to achieve):

The English College has high standards and high expectations of the way that students conduct themselves both academically and socially.

The aim of this policy is to ensure that students understand both the recognition of positive behaviours that reflect the school values and the consequences for behaviours that do not reflect the values, ethos, and vision of The English College. Staff will apply this policy fairly, consistently, and transparently at all times.

The school values of Respect, Aspiration, Integrity, Resilience, and Gratitude underpin all aspects of school life. Staff, students, and parents are expected to uphold these values within the school community and act as positive role models and ambassadors for The English College both within and beyond the school environment.

Our aim is to develop academically successful, characterful, and happy young people with the skills necessary to succeed in life. We recognise that student behaviour, and the way it is supported and managed, is fundamental to achieving this vision and maintaining a safe, respectful, and inclusive learning environment.

This policy outlines expectations for student behaviour during the school day, extra-curricular activities, educational visits, school transport, and online or social-media interactions linked to the school community.

RATIONALE: (The reason for which this policy has been written)

The rationale of this policy is to outline what behaviour is deemed acceptable and what behaviour is deemed unacceptable at The English College and the possible consequences for unacceptable behaviour. We endeavour to apply restorative behaviour practices fairly, clearly and consistently.

The English College recognises that positive behaviour is developed through a consistent whole-school approach built upon clear expectations, strong relationships, effective leadership, and a culture of support and high standards. Ofsted (2017) highlighted that effective behaviour systems are built through clear behaviour policies, strong leadership, consistent use of positive reinforcement alongside appropriate sanctions, and high-quality teaching. The report also identified the importance of early intervention, effective use of behaviour data, clearly defined pastoral and leadership

structures, and strong collaboration with parents. At The English College, we are committed to creating a safe, respectful, and inclusive environment where consistency, restorative practice, and positive relationships support all students to thrive academically, socially, and emotionally.

GUIDELINES: (The principles/instructions/steps of the policy)
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Definitions

Positive behaviour is any behaviour which The English College deems to be appropriate. It is modelled by the teaching and non-teaching staff of The English College, and is behaviour that reflects the school's values and expectations.

Unacceptable behaviour is any behaviour which the English College deems to be inappropriate. It may interfere with a child's learning and a child's development. The behaviour may be harmful to the child, other children and/or people around them.

The English College community includes all staff and students presently at the school or involved in school activities, both on and off campus. It includes parents and alumni of the school. We acknowledge that the behaviour choices of our students in the wider community can have an impact on the reputation of the school as an institution.

Bullying The English College recognises the Anti-Bullying Alliance definition of bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

The four key elements of bullying identified by the Anti-Bullying Alliance are:

- Hurtful
- Repetition
- Intentional
- Imbalance of power

At The English College, we support students in understanding bullying through the STOP approach:

- Several
- Times
- On
- Purpose

This means it is repeated behaviour by an individual or group that intentionally causes harm, distress, or intimidation to another person, either physically or emotionally. Bullying can take many forms, including verbal, physical, social, psychological, and cyberbullying through text messages, social media, gaming platforms, images, or video content. Bullying may be motivated by prejudice against particular groups, including race, religion, gender, special educational needs or disabilities, cultural background, or other perceived differences between individuals. Bullying in any form, including cyberbullying, will not be tolerated. Please refer to the Anti-Bullying Policy for further information.

The term 'in school' covers any incidents related to unacceptable or inappropriate behaviour both in school and on approved school events, including whilst travelling to and from school/the event. Approved school events may include, but are not limited to, educational visits, sports tours and fixtures. Such events are organised by the school and take place either within school time, at the weekend or during holiday time for students of the College.

Positive Behaviour

The English College recognises and celebrates positive behaviour across all aspects of school life. Positive attitudes and actions that reflect the school values are recognised through Class Dojo, assemblies, classroom practice, and wider school opportunities. Staff use Class Dojo and iSAMS consistently to record positive and negative behaviours, supporting live tracking, communication, and consistent follow-up across the school.

Positive behaviour is reinforced through consistent routines, explicit teaching of expectations, and the use of shared language and behaviour scripts across all classrooms. Staff are encouraged to model and promote positive behaviour through immediate verbal feedback, restorative conversations, and meaningful recognition linked to the school values, STRIVE behaviours, and learning skills.

Positive behaviour is celebrated within classrooms, during recognition assemblies, and through communication with parents. Students who consistently demonstrate the EC values and STRIVE behaviours may also be recognised through leadership opportunities, enrichment activities, House competitions, and wider responsibilities within the school community.

The House system further promotes positive attitudes towards teamwork, sportsmanship, resilience, collaboration, academic achievement, and participation across a range of competitions, ECAs, and enrichment opportunities.

The English College aims to maintain a balance between intrinsic and extrinsic recognition, ensuring that praise celebrates behaviour, effort, character, and contribution to the school community, alongside academic success.

The EC values promoted across the school are:

- Respect
- Aspiration
- Integrity
- Resilience
- Gratitude

Zones of Regulation

The English College Primary School has successfully implemented the Zones of Regulation framework as part of our whole-school approach to supporting students' emotional wellbeing and self-regulation. This evidence-based approach helps children recognise and name their emotions using a simple, colour-coded system, and equips them with strategies to manage their feelings in a safe and constructive way. By embedding the Zones into daily school life, we have established a consistent language across the school to help students understand the connection between their emotions, actions, and learning. This proactive approach promotes emotional literacy, enhances

behaviour for learning, and supports a positive and inclusive school culture where all students feel valued and understood.

Star of the Week Award

Each week, we take time to celebrate the successes of our children who have been awarded Star of the Week. All staff across the school – including specialist departments – are encouraged to identify children who have demonstrated outstanding achievements in their behaviour and/or learning. Each class teacher will select one child based on a weekly theme linked to our school values. Star of the Week certificates will be presented in class by the teacher, allowing for a more immediate and personal celebration. We will continue to share and recognise these achievements within the classroom environment and through regular school communications.

Expectations

- Staff are responsible for the welfare, discipline and appearance of the students within their learning area and around the school.
- Staff should not allow the behaviour of an individual to have a detrimental effect on the group's learning.
- Staff are professional at all times and never use unnecessary force, language or behaviours.
- Staff should model and promote the following behaviour expectations at the beginning of and throughout the school year. These will form the basis of the expectations of the child's behaviour.
- Behaviour expectations will be explicitly taught, modelled, and reinforced consistently across all classrooms through shared routines, common language, and restorative approaches. Staff will use consistent behaviour scripts and systems to ensure clarity, predictability, and fairness for all students. Where appropriate, adaptations may be made to support individual SEND needs while maintaining high expectations for all students.
- Students should follow these 3 main rules at school:
 - 1. Be Ready**
 - 2. Be Respectful**
 - 3. Be Safe**
- Students should be reminded of the following 'relentless' routines of school:
 - 1. Wonderful Walking**
 - 2. Tremendous Transitions**
 - 3. Marvellous Manners**

Managing Behaviour

The English College recognises that some students may require additional support to meet behaviour expectations due to identified or emerging SEND needs. Behaviour will always be viewed through an inclusive lens, with staff considering individual needs, developmental stage, and barriers to learning when responding to behaviour.

Adaptive approaches, targeted interventions, personalised support plans, and pastoral support may be implemented where appropriate. Staff will work collaboratively with the SEND team, LSAs, parents, and relevant professionals to ensure that strategies are supportive, consistent, and appropriate to the needs of the child.

Practical steps to managing and modifying poor behaviour

Pupils are held responsible for their behaviour. Staff are expected to manage behaviour consistently using the school's stepped approach and should take responsibility for initial interventions before escalating concerns through the appropriate leadership structure where required. Staff will use the school's behaviour systems and scripts consistently when responding to poor conduct.

Staff are expected to proactively support positive behaviour through clear routines, pre-correction of expectations, strategic seating plans, and adaptive classroom management approaches. This may include discussing expectations ahead of events, transitions, trips, or themed days, identifying and supporting high-needs students proactively, and using consistent routines to reduce anxiety, dysregulation, or low-level disruption.

Behaviour incidents should be recorded and monitored through iSAMS to support consistency, communication, and early intervention.

Step	Actions
Step 1 Reminder	A simple reminder of the three simple rules - Be Ready, Be Respectful, Be Safe delivered privately wherever possible. Repeat reminders if necessary, try and keep things at this stage. <i>Example - "I notice that you're not getting on with your learning. You are breaking our school rule of not being ready. Yesterday you got started straight away so I know you can do it. Please start now. Thank you for listening."</i>
Step 2 Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase <i>"Please think carefully about your next step."</i> <i>Example - "I notice that you're still not getting on with your learning. You are again breaking our school rule of not being ready. Yesterday you got started straight away so I know you can do it. Please think carefully about your next step. You need to stay behind and speak to me for 2 minutes at the end of the lesson. If you don't start and I need to speak to you again, you will miss 10 minutes of your playtime to complete the learning. Thank you for listening."</i>
Step 3 Last chance	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention: • I have noticed that you are... (list the behaviour they have displayed again) • It was the rule about... (say the rule) that you have broken. • You have chosen to...(explain the sanction you will impose) • Do you remember this morning/yesterday when...(give a time when they displayed positive behaviour) • That's what I want to see now... • Thank you for listening.

	At this stage you may also choose to move the pupil to a different location in the classroom. In addition to the missing breaktime/lunchtime to complete learning, the pupils should be engaged in a restorative chat (see step 5 - Repair). If the pupil reaches this stage after lunch then the sanction carries over to the next day. Example - <i>"I notice that you're still not getting on with your learning. You are again breaking our school rule of not being ready. So you have chosen to miss your breaktime/lunchtime to complete your learning. Yesterday you got started straight away so I know you can do it."</i>
Step 4 Escalate to Year Group Leader / AHT	If a child reaches the point where their behaviour is no longer acceptable and time away from the classroom for reflection is needed, the behaviour should be escalated in line with the school's Level 1-4 behaviour system. For Level 3 behaviours, pupils should be referred to the Year Group Leader, who will support the child in completing a Think Sheet and facilitate a restorative conversation. Parents should be informed where appropriate, and the incident must be recorded on iSAMS. For Level 4 behaviours, the AHT will lead the response and inform the DHT/HT immediately. Parents will be contacted and may be asked to collect their child. If the child cannot be collected, they will complete the remainder of the day in internal exclusion supervised by a member of PLT. Where appropriate, a behaviour contract or additional support plan may be implemented to support improvements in behaviour and ensure appropriate intervention. It is important that all restorative conversations reinforce the principle of "a new day and a fresh start."
Step 5 Repair	This might be a quick chat at breaktime whilst the pupil is completing their missed learning or whilst walking around on duty. Restorative Conversation: 5 questions out of the following 8 is usually enough: 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? (It's important to list everyone and not just themselves.) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?
Imposition given if needed: An imposition is additional work that must be completed at home, acknowledged/signed by the parent and returned the next day. This is to	

help the pupil to understand that there are consequences and the responsibility for making up time lost is with them not the teacher.

This might be necessary only if a child's behaviour has escalated so much during that day that they haven't completed the required amount in class.

Think Sheets: If the behaviour is of a more disruptive nature then the pupil will be informed that they will have to miss break/lunch time in reflection time where they should complete a 'Think Sheet' with the Deputy Head of Primary (Appendix 1 - Think Sheets). This should be completed during a break or lunchtime and not during learning time.

For serious incidents that occur at break or lunchtimes, the pupil will be expected to stay inside with an adult for the remainder of lunch break - this should be supervised in the library or with a member of PLT.

***Remember, it is not the severity of the sanction, it's the certainty that this follow up will take place and what happens during the sanction that is important.**

Consequences

All Level 2–4 behaviour incidents must be recorded on iSAMS to support consistent monitoring, communication, early intervention, and follow-up. Behaviour data will be reviewed regularly by Year Group Leaders and PLT to identify patterns, trends, and students requiring additional support or intervention.

Communication with parents

If a pupil has two (Step 3 or above) incidents in a week requiring reflection, the class teacher must inform parents via email or phone call (contact must be made and acknowledged). The incident and communication must also be recorded on iSAMS.

A formal meeting with PLT, class teacher and parents

If a pupil has three or more incidents in a week (or regular incidents) requiring reflection and the completion of a "Behaviour Think Sheet" a meeting with PLT, teacher and parents will be arranged.

Weekly behaviour meetings

Pupils who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour with the class teacher. Year Group Leaders and PLT will review behaviour patterns and iSAMS data regularly to monitor trends and ensure early intervention where appropriate.

Behaviour Contract

Pupils whose behaviour is becoming a serious concern to the class teacher may be given a behaviour contract. The consequence of breaking the contract will be a period of time away from school. In the event of a behaviour contract being written, this will always be done alongside the pupil

	and in collaboration with parents. Behaviour targets and monitoring may be tracked through iSAMS to support consistency between school and home.
Exclusion	A serious breach may lead to a period of exclusion, where a child breaks their behaviour contract or serious behaviour has occurred without warning. In very rare cases, a child may be excluded more than once. In cases where a child is excluded 3 times, permanent exclusion is likely. The PLT member will decide whether this is an internal or external exclusion.

Serious incidents (immediate loss of breaktime - Step 3. Parental meeting)

Serious incidents will be responded to immediately and managed in line with the school's Level 1–4 behaviour system. PLT will respond to such incidents as soon as possible. If pupils are upset, angry, or showing signs of distress, they should be supported to regulate in a designated area identified by the year group team. Pupils must remain supervised by an available adult until PLT arrives or until the child is calm and ready to rejoin the classroom safely. Following this, restorative conversations should take place in line with Step 5 – Repair.

Behaviour Response in Practice

The table below provides clear guidance for staff on how to respond to common behaviours using the school's stepped approach. All staff must follow this consistently to ensure fairness and clarity. Serious safeguarding concerns must be recorded on MyConcern in line with safeguarding procedures.

If a child...	Then the adult will...	Step	Level
Calls out, talks during input, or is off-task	Reminder: Remember our school rules – Be Ready, Be Respectful and Be Safe.	1	1
Continues the behaviour	Caution: I have reminded you of the school rules and why we don't shout out. Please think carefully about your next step.	2	1
Continues again	Last Chance: I have reminded you and given you a caution. This is your last chance before we have a restorative conversation at break/lunch.	3	1
Improves behaviour	Acknowledge and reinforce: Thank you for being ready and respectful.		1
Repeats low-level behaviour after Last	Miss break/lunch to complete learning.	3 Consequence	2

Chance			
Completes missed learning at break/lunch	Restorative conversation using school questions.	5	2
Behaviour is repeated across the day/week	Log on iSAMS and inform YGL.		2
Continues to disrupt learning or refuses to engage	Escalate to YGL for support and intervention.	4	3
Swears at another pupil, shows aggression, or is persistently defiant	Remove from class and refer to YGL.	4	3
At YGL stage	Think Sheet, restorative conversation, and parent contact.		3
Repeated Level 3 behaviour or serious incident	Escalate to AHT.		4
Physically harms another pupil, threatens others, or damages property significantly	Immediate removal and referral to AHT.		4
Zero Tolerance behaviour (bullying or discriminatory language)	Immediate escalation to AHT and DHT/HT.		4
At AHT stage	Parents contacted; possible collection; internal exclusion if required.		4
Reintegration after incident	Restorative conversation before returning to class.	5	All

Understanding Behaviour Levels

1 Everyday behaviours that are part of	• Calling out during input • Talking when the teacher is speaking • Off-task behaviour (fiddling, not starting work, daydreaming)

normal development and can be corrected	• Not following instructions first time • Low-level disruption (turning around, chatting, distracting peers) • Not completing work without a valid reason • Slow or poor transitions (lining up, moving around school) Peer interactions: • Falling out during play (e.g. "you're not my friend") • Disagreements over games or rules (e.g. whose turn it is) • Low-level arguing (raised voices, no aggression) • Not sharing / taking turns • Ignoring others or walking away from play • Accidental bumping causing disagreement • One-off unkind comments (not targeted or repeated)
2 Repeated Level 1 behaviours or behaviours that begin to impact others' learning or wellbeing.	• Repeated calling out despite reminders • Continued off-task behaviour after warnings • Refusal to complete learning • Repeated disruption of others' learning • Ignoring instructions multiple times • Disruptive behaviour during routines/transitions Peer interactions (clear distinction from Level 1): • Repeated unkind comments towards the same child • Deliberately excluding someone from play • Teasing (not one-off, beginning to form a pattern) • Purposefully taking equipment from others • Low-level name calling (not discriminatory) Misuse of classroom equipment (intentional but low-level): • Tapping rulers/pencils loudly to distract others • Throwing small items (e.g. rubbers, pencils) without intent to harm • Using scissors, glue, or tools inappropriately (e.g. playing rather than working) • Drawing on tables, books, or equipment (not significant damage) • Using whiteboards or resources for off-task drawing repeatedly • Taking or hiding another child's equipment deliberately • Playing with classroom resources instead of using them correctly Low-level inappropriate language (not directed at someone):

	• Saying mild swear words out loud (e.g. under breath or in frustration) • Using silly or inappropriate words to gain attention • Copying inappropriate language heard elsewhere (e.g. media/playground) • Making noises or comments intended to be disruptive or immature • Using tone or language that is rude but not aggressive (e.g. "this is stupid") Spitting (FS/KS1 – not directed at a person): • Spitting on the floor during play or transitions • Spitting on tables, equipment, or classroom surfaces • Spitting in sinks/toilets inappropriately (e.g. repeatedly or for attention) • Pretending to spit or making spitting noises to gain attention • Spitting near others but not directly at them
3 Behaviour that has a clear negative impact on others, learning, or safety, but is not yet considered high-risk or severe.	Verbal behaviour: • Swearing directed at another pupil (e.g. "shut up", "you're stupid") • Shouting at peers in anger • Arguing that escalates beyond a simple disagreement • Repeated rude or confrontational responses to adults • Refusing to follow instructions after multiple reminders Physical behaviour: • Pushing or shoving during conflict (not accidental, not play) • Hitting in reaction (e.g. during an argument or frustration) • Throwing objects in frustration (not aimed to seriously harm) • Rough play that continues after being told to stop Peer interaction (pattern forming / intimidation): • Repeated name-calling towards the same child • Targeted unkind behaviour over a short period • Intimidating behaviour (e.g. standing over someone, blocking their way) • Escalated playground disputes requiring adult intervention • Purposefully excluding a child repeatedly within a short timeframe Other behaviours: • Leaving the classroom or learning area without permission

	● Refusing to engage in learning over a sustained period ● Disrupting multiple lessons in one day ● Deliberate low-moderate damage to property (e.g. snapping resources, marking surfaces) ● Repeated Level 2 behaviours despite consequences
4 Behaviour that is harmful, targeted, or poses a clear risk to others.	Physical behaviour (intent to harm): ● Deliberate hitting, kicking, or striking another pupil ● Fighting (sustained or intentional, not reactive) ● Attempting to physically harm another child ● Throwing objects at another person with intent Peer interaction: ● Deliberate exclusion with the intention to upset or isolate ● Spreading unkind comments about others ● Encouraging others to exclude a pupil ● Manipulating social situations to upset others Threatening behaviour: ● Threatening to hurt another pupil ● Threatening language towards staff ● Aggressive verbal intimidation Other serious behaviours: ● Deliberate vandalism or significant property damage ● Theft ● Deliberate spitting at another person Escalation indicators: ● Behaviour causes distress, fear, or harm to others ● Repeated Level 3 behaviours despite intervention Zero Tolerance Behaviours The following behaviours are considered zero tolerance and will result in immediate escalation to AHT and DHT/HT, regardless of previous behaviour: Discriminatory Language Discriminatory language is any word, phrase, or comment that targets or references a person's identity in a negative, mocking, or harmful way. This includes language that may cause offence, distress, or harm, regardless of whether this was the speaker's intention.

	This may relate to, but is not limited to: • Race or ethnicity • Skin colour • Nationality • Religion or belief • Cultural background This includes comments about appearance, names, language, traditions, or any aspect of a pupil's identity. Bullying Bullying is behaviour that is STOP: • Several • Times • On • Purpose This means it is repeated behaviour that is intentional and causes harm, distress, or intimidation to another person. Bullying can occur in person or online. This may relate to, but is not limited to: • Verbal bullying: name-calling, insults, repeated unkind comments • Physical bullying: hitting, pushing, or any form of physical harm • Social bullying: deliberate exclusion, spreading rumours, manipulating friendships • Psychological bullying: intimidation, threatening behaviour, coercion • Cyberbullying: harmful behaviour through digital platforms or messaging At this stage, the AHT will lead the response and inform the DHT/HT immediately. Parents will be contacted and may be asked to collect their child. If the child cannot be collected, they will complete the remainder of the day in internal exclusion supervised by a member of PLT.
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Exclusions

The English College believes that exclusions will always be a last resort in the management of behaviour. However, in order for all pupils to achieve their maximum academic potential at school they must feel safe from physical and verbal aggression and disruption. If a pupil seriously breaches the school's behaviour policy and remaining in school would seriously harm the education or welfare of other pupils in the school, the DHT/HT may take the decision to exclude a pupil for a period of time. If this decision is taken, learning will be set for the pupil to complete at home. The incident, actions taken, and reintegration process will be recorded and monitored through iSAMS. Following a

period of exclusion, the pupil and parents will attend a reintegration meeting with the DHT/HT to discuss appropriate support, expectations, and next steps. Following reintegration, pupils will be supported to make a positive fresh start and rebuild relationships within the school community. For full guidance on suspension, exclusion, and disciplinary procedures, please refer to the school's Discipline and Exclusions Policy.

Restorative Practice

The English College uses Restorative Practice to promote good behaviour and resolve any unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Appendix 1). Staff use consistent restorative language and behaviour scripts across the school to support reflection, accountability, and positive behaviour choices.

Any form of humiliation or sarcasm is not acceptable. All staff are expected to apply restorative approaches consistently and fairly across all areas of the school. Every effort will be made to maintain safety and retain all pupils' access to learning. Efforts will be made to establish the truth of a situation and time for regulation and reflection may be appropriate. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Behaviour incidents and follow-up actions should be recorded and monitored through iSAMS where appropriate. Where classroom behaviour is disruptive, staff will apply the school's stepped behaviour approach consistently and in line with the Level 1–4 behaviour system. (Appendix 2).

Inclusion Statement

The English College aims to ensure that all students are supported to achieve their best academically, emotionally, and socially by:

- Providing high quality learning to enable all students to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Recognising and supporting individual SEND needs through adaptive practice, personalised support, and inclusive approaches to behaviour.
- Enabling students to become active, responsible and caring members of the school and wider community through consistent expectations, positive relationships, and inclusive practice.

The school works towards these aims by:

- Promoting high-quality teaching, consistent routines, and clear behaviour expectations to support engagement and progress for all students;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Using behaviour monitoring systems, pastoral support, and early intervention processes to identify and support students requiring additional guidance;
- Promoting the English College values to encourage students to value themselves, others, and the wider school community.

Behaviour Outside of School

Incidents that occur outside of the school setting will primarily remain the responsibility of parents and, where appropriate, external agencies or authorities. The school may become involved where incidents have an ongoing impact within the school environment, affect pupil wellbeing or safety, or result in disruption to learning or relationships within the school community.

APPENDICES (Relevant links to other policies or documents)

Appendix 1 - The English College Blueprint

At The English College our Core Purpose, Vision and Values underpin everything we do.

Our Core Purpose is to inspire confident and passionate learners who will thrive and make a difference.

Our Vision is to encourage students to always try their best, aspire to excellence, and make a positive difference in society.

Our Values are Aspiration, Gratitude, Integrity, Resilience, and Respect.

Visible Adult Consistencies	Rules	Routines	Above and Beyond
1. Meet and greet students every day 2. Calm, consistent adult responses 3. Model respectful behaviour 4. Use consistent language and scripts 5. Promote restorative conversations	1. Be Ready 2. Be Respectful 3. Be Safe	1. Marvellous Manners 2. Wonderful Walking 3. Tremendous Transitions	1. Immediate verbal praise 2. Recognition assemblies 3. Class Dojo recognition 4. Leadership opportunities 5. House points and celebrations

Stepped Behaviour Approach	Scripts	Restorative chats
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1. Reminder - 3 rules, in private 2. Caution - "please think carefully about your next step" 3. Last chance - scripted intervention. Parents are engaged. 4. Escalate to YGL / AHT – Think Sheet, reflection, parental contact 5. Repair – restorative conversation and fresh start	● I have noticed that you are ...(list the behaviour they have demonstrated). ● It was the rule about ... (say the rule) that you have broken. ● You have chosen to...(explain the sanction you will impose). ● Do you remember this morning/yesterday when you...(give a time when they displayed positive behaviour) ● That's what I want to see now. ● Thank you for listening.	1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? (list all people, not just themselves) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in future?
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Appendix 2 - Restorative Practice approach at The English College

Definition

At The English College, restorative practice is used to build positive relationships, strengthen our school community, and respond to behaviour in a fair, respectful, and consistent way. The aim of restorative practice is to repair harm, support reflection, and help students make positive behaviour choices moving forward.

Restorative Practices in school is about:

- Building and maintaining positive relationships
- Supporting students to understand the impact of their behaviour
- Repairing harm and rebuilding trust
- Promoting accountability and reflection
- Helping students regulate emotions and return to learning successfully

Why use a restorative approach?

At The English College, we believe that behaviour should be viewed as an opportunity for learning and growth. Restorative approaches support students to reflect on their choices, understand the impact of their behaviour on others, and develop strategies for making positive changes in the future.

Restorative practice helps to:

- create a safe, respectful, and inclusive school environment
- support emotional regulation and wellbeing
- strengthen relationships between students, staff, and families
- reduce repeated behaviours through reflection and accountability
- encourage students to repair harm and rebuild relationships

- ensure students remain connected to the school community following incidents

Restorative Questions – Supporting Reflection

The following questions may be used to respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what happened?
- How have they been affected?
- What do you think needs to happen to put things right?

Restorative Questions – Supporting Those Affected

The following questions may be used to support those affected by another person's behaviour:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to put things right?

Restorative Practice Expectations

At The English College:

- Restorative conversations should take place following behaviour incidents where appropriate
- All staff are expected to use restorative language consistently
- Students should be supported to reflect, regulate, repair, and re-engage with learning
- Restorative practice should be used alongside clear boundaries, consequences, and high expectations
- Every student should be supported to make a positive fresh start following reflection and repair

Appendix 3 - Think Sheets

Behaviour Think Sheet

You have made choices that have caused you to need to stop and 'think about it'.

Name _____ Date _____

1. What was my behaviour? _____

2. What were the reasons for my behaviour? _____

3. How did my behaviour affect others and who did it affect? -----

4. What is my plan to improve my behaviour? -----

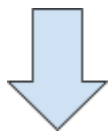
5. Do I need to apologise to anyone? If so, who and why? -----

Pupil ----- Parent ----- Teacher -----

Appendix 4 - Flowchart

1. Reminder

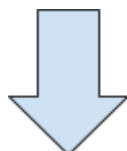
- Be Safe
- Be Respectful
- Be Ready.
- Use calm, consistent language
- Allow thinking time



2. Caution

Private verbal caution:

- Reminder of expectations
- Clarify behaviour choice
- "Please think carefully about your next step."



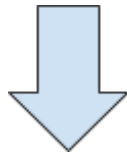
3.Last chance

Private scripted conversation:

- "I have noticed that..."
- "You have chosen to..."
- "Do you remember when..."
- "That's what I want to see now."

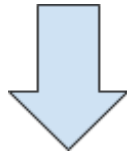
Possible actions:

- move seat/location
- missed break/lunch to complete learning
- restorative conversation



4. Reflection and Repair

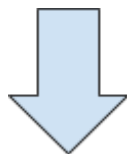
- Complete missed learning
- Restorative conversation
- Behaviour logged on iSAMS where appropriate
- Parent communication if concerns continue



5. Escalation to YGL

Repeated or more serious behaviour:

- Referral to Year Group Leader
- Think Sheet completed
- Restorative conversation
- Parent contact
- Behaviour recorded on iSAMS
- Monitoring/intervention if required

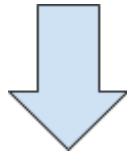


6. Escalation to AHT

Serious behaviour or repeated Level 3 incidents:

- Immediate referral to AHT

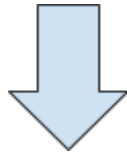
- DHT/HT informed
- Parents contacted
- Possible internal exclusion
- Reintegration meeting/restorative conversation



7. Zero Tolerance Behaviours

Immediate escalation to AHT and DHT/HT:

- Bullying (STOP – Several Times On Purpose)
- Discriminatory language
- Serious physical aggression
- Threatening behaviour



8. Repair and Reintegration

Restorative conversations support students to:

- Reflect on behaviour
- Understand impact
- Repair harm
- Rebuild relationships
- Make a positive fresh start

Suggested restorative questions:

1. What happened?
2. Who has been affected?
3. How can we put things right?
4. What can we do differently next time?

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated, reviewed and approved by the Whole School Leadership Team.

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	14/11/2023	New Primary policy	WSLT	07/2024

1	20/06/24	WSLT Reviewed	WSLT	06/2025
2	28/05/25	ER added in ZoR information and reworded Star of the Week. Added in the levels of behaviour for transparency	WSLT	06/2005
3	06.05.25	Added examples of behaviours using levels and added a flow chart for behaviour. Added in Zones of Regulation. Changed all references from CPOMS to MyConcern	WSLT	06/2026
4	11.05.26	ER redrafted and updated the Primary Behaviour Policy to improve clarity, consistency, and transparency. Added clearer Level 1–4 behaviour definitions and examples, updated behaviour flowchart and stepped response system, strengthened restorative practice and SEND/adaptive behaviour support, added zero tolerance behaviours, updated references from Class Dojo to iSAMS, strengthened YGL/AHT accountability and monitoring systems, and aligned the policy with current whole-school values, learning skills, and behaviour approaches.	WSLT	06/2027