

Secondary School Behaviour Management Policy

Approved/reviewed by	
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Contents

Contents	2
Purpose	3
Underpinning theory	3
Understanding children's behaviour	3
Guiding Principles	4
Whole School Culture	4
Positive Reinforcement	5
The 3Rs	5
The House System	6
Student of the Month Awards	7
Phoenix Awards	7
The Graeme Scott Award	7
Principal's Award	7
Consequences	7
Dealing with Minor Disruptions	8
Reminder, Reminder, Removal	8
Red triangle Alert System	14
Behaviour and Students with Individual Needs	14
Procedures for Behaviour Referral	15
Important notes	16
Special Note	16
Appendices	17
Appendix 1 - Rights and Responsibilities	17
Appendix 2 - Round Robin Feedback	18
Appendix 3 - Example Behaviour Contract	19

Purpose

To establish high expectations of our student's behaviour in order that they can learn at their best and develop as reflective, caring, balanced, global citizens. Our learning community should at all times reflect our Fairgreen Pillars, the IB Learner Profile and encourage our community members to act in accordance with our code of conduct. Our students are everyone's responsibility, regardless of whether we teach them directly. As such, this policy will outline expectations and responses to behavioural challenges.

Underpinning theory

Our behaviour policy is based on the principles of [restorative](#) practice. Restitution is a process for helping students to become increasingly self-directed. Mistakes are regarded as being an important part of the learning process. Building a safe learning environment for students provides a place for both making mistakes, and learning from mistakes. A structured time for reflection with the guidance of the teacher, is seen as an opportunity to examine thoughts, feelings, actions and consequences. With monitoring this can yield positive behaviour change. Positive Behavioural Interventions and Support (PBIS) is a way to support all students to be successful. It is a commitment to address student behaviour in a positive way, supporting student growth socially, emotionally and academically. Information on these approaches can be found [here](#).

Understanding children's behaviour

It is important that we all bear in mind that when we are responding to misbehaviour, there is a function of this behaviour that communicates what the child is thinking and feeling, even if this is not verbalised. Understanding the cause of their behaviour enables us to be responsive. Listening and talking with a student, helps us to understand behaviour and gives us the space to teach them better ways of coping and behaving.

Some of the reasons why children/young people misbehave:

- **Unmet needs** - *If a student feels unsafe, is sleep deprived, sick, or hungry (including dehydrated or having an inadequate diet) this can impair judgment, affect emotion regulation, and behaviour.*
- **Lack of skills** - *Understanding child and teen development and what is within normal limits is important as teachers. Social skills, conflict resolution skills, problem solving, and cooperative skills are all teachable. When children and young people have peer related difficulties, this is often as a result of not having the skills to relate and engage with others successfully, and is a vital part of their social learning. A skills deficit rather than a "bad/naughty child" label is a more helpful and effective way to approach our response to the child and situation. Therefore in our school culture, we talk about "unacceptable behaviour" not a "naughty student".*
- **Learning needs** - *If a student is misbehaving and disrupting learning, consider the following:*
 - *Is the learning too challenging or not challenging enough?*
 - *Can the student access the learning?*
 - *Do they need support?*
 - *Is there a peer issue?*
 - *Is there a fear of failure?*

◦ Are you witnessing avoidance?

● **Understanding the cause** enables us to look for effective strategies to engage the student successfully in the classroom.

● **The brain and emotion regulation** - we acknowledge that our students' brains are "under construction" and therefore their capacity to exercise reason, logic, and self control, is also developing and that they need our support as adults. Equally, helping students to understand and express their feelings, with self awareness and self control, will reduce misbehaviour.

Guiding Principles

These principles apply to all members of our school community, and should guide our conversations and decisions in relation to student learning and behaviour.

We will:

- Be caring and principled and treat all people fairly and with respect.
- Promote an inclusive, safe and healthy environment for all.
- Be open minded, listen to student voice and take their concerns seriously.

We believe:

- In building a compassionate, internationally mindful school where we care for ourselves, care for others, and care for our planet.
- That everyone in the school community should celebrate and model positive behaviour, value each other's strengths and aim to make a difference.
- That being honest and open about mistakes offers opportunities to learn and grow.

We expect:

- All members of the Fairgreen community, to uphold high standards of behaviour.
- All members of the Fairgreen community to ensure a safe and healthy environment in all its forms.
- All members of the Fairgreen community to be attentive and caring towards others.

Through these guiding principles, we aim to create an environment where students can access their rights and perform their responsibilities (Appendix 1).

Whole School Culture

At all times the adult's behaviour will have a big impact on how the children will respond.

We always listen before making assumptions or issuing consequences. The decision about the correct response is taken by the adult witnessing the behaviour, and **the consequences for that behaviour should not be passed on to others unless the behaviour warrants escalation.**

Homeroom teachers, however, should always be kept informed, as they will have a role to

play in monitoring whether improvements in behaviour are being made.

Behaviour is a shared responsibility in school. Teachers, parents, pastoral leads, support staff and leadership all have important roles to play. When we see unacceptable behaviour that does not reflect our expectations), it is the supervising adult's responsibility to identify and respond to that behaviour, and to follow through with appropriate consequences, as outlined in this policy.

Positive Reinforcement

Whilst we recognise that extrinsic rewards have limitations, we believe that they work for some children and can have a positive effect on school climate.

Various systems are used to reward students at Fairgreen International School as detailed below. Each time a reward is given the student should understand what the reward has been given for; receiving a verbal explanation and praise, as well as the reward itself. Teachers should take every opportunity to share positive feedback with students about their behaviour, attitudes and academic work, and this positive reinforcement should be timely and specific in nature.

Rewards need to be age specific but should include the following:

- Positive verbal and written affirmation of the students for producing good work or for good behaviour.
- Communication with parents about areas that show achievement and growth. Parents love to hear that their child is making good choices and is being successful. They should not just hear from us when there is a problem.
- Recognition and public affirmation can be given in a variety of contexts – class time, assemblies, in the corridor, on the sports field etc.
- Displaying students' work can be used as a reward by staff. This should include recognising progress and effort, as well as attainment.
- Verbal praise and encouragement by members of staff should be used as much as possible as a reward.

The 3Rs

Students and teachers in Secondary have collaborated to develop a code of conduct that provides guidance to students in the daily actions and decision making. This supports them in taking ownership of the expectations they have for themselves, each other and the school community:

The 3Rs

Secondary School Code of Conduct



RESPECT

We show kindness towards others in our words, actions and intentions

RESPONSIBILITY

We are accountable for our choices

READINESS

We are prepared to learn and do our best



The House System

Teachers nurturing an enthusiastic sense of school spirit promotes teamwork and healthy competition. House points awarded by teachers should be recorded in class on the tracker provided. These points will be shared with students periodically. Teachers can award house points for behaviour, attitudes or academic work, and we strongly encourage teachers to link the awarding of house points to the IB Learner Profile traits and The 3Rs as often as possible.

In the Secondary School, students are awarded house points for demonstrating behaviours that are aligned with the IB Learner Profile. These points are recorded daily and shared with students on a weekly basis during homeroom. Teachers should be intentional about awarding house points to encourage positive behaviours related to the learner profile, and reward them on a frequent and consistent basis. Earning house points can result in the individual recognition of the student's positive behaviours, as well as termly rewards for the house that earns the most points. The rewards may be things such as dress down days,

celebration lunches etc. Total house points are reset on a termly basis, but individual student house points earned accumulate for the whole academic year.

Student of the Month Awards

At the end of each month, teachers are invited to nominate one student who consistently demonstrates the 3R's from each of the classes they teach. The nominations are collated by the Pastoral Leads who makes the final decision on who is awarded the Student of the Month award. These students are recognised during secondary assemblies with one student from G6-8, G9-10 and G11-12 awarded a certificate for their efforts. All nominees are invited to a celebration breakfast to recognise their efforts.

Phoenix Awards

In the secondary school, Phoenix Awards are given at the end of the academic year for demonstrating behaviours that exemplify the Fairgreen Pillars. One award is given per pillar in the whole of secondary (7 awards total). The leadership team will determine the most suitable way for students to be nominated/awarded depending on the pillar. For example, data can be used for the Academic Growth and Achievement pillar whereas students may be nominated for pillars like Social Responsibility.

The Graeme Scott Award

One student in the secondary school will be recognised at the end of the academic year for embodying compassion. Named after Fairgreen's founding Director, Graeme Scott, this award will be given to a student who lifts others up, who notices when someone is struggling, and who leads with kindness, empathy, and quiet strength. Students will be nominated by staff and/or other students and one student will be chosen by the Vice Principal. This student will be recognised by the community and awarded with a certificate.

Principal's Award

One student in the secondary school will be recognised at the end of the academic year for embodying what it means to be a Fairgreen student. Students will be nominated by staff and/or other students and one student will be chosen by the Principal. This student will be recognised by the community and awarded with a certificate.

Consequences

Students are expected to abide by school rules and follow the instructions of all adults at all times in order to maintain a positive learning environment. On the occasions where this does not happen, the following guidelines are in place.

Dealing with Minor Disruptions

Occasionally, students will demonstrate behaviours that are not conducive to a safe and

positive environment. At all times, the teacher (or adult) who is present during any negative behaviours should be the first to respond and take responsibility according to the demonstrated behaviour. As most instances are likely to occur in the classroom, this is usually the student's teacher.

The vast majority of behaviours are low level, minor disruptions that may include:

- Talking at an inappropriate time
- Minor disruption
- Off-task behaviour
- Not paying attention

If these behaviours are one-off occasions they should be dealt with accordingly. This can include:

- Appropriate, non-verbal cues e.g. eye contact
- Reminders of expectations
- Verbal warnings
- A quiet, private conversation with the student

At this point, these behaviours are not expected to be recorded on Managebac/MyConcern.

Reminder, Reminder, Removal

It is expected that teachers use a '3 strike' system when addressing these minor behaviours before escalating them further in order for a student to have an opportunity to correct their behaviour choices:

1st Reminder - the teacher will give a clear indication to the student that they are not meeting expectations and explain how they can correct their behaviour.

2nd Reminder - the teacher will inform the student that they are still not meeting expectations and that this is the second time they are being reminded. The teacher will then repeat how the student can correct their behaviour, and inform the student that if they continue with their current choices, then a consequence will be issued.

Removal - the teacher will inform the student that this is the third time that they have had to address their behaviour, and they will respond with a consequence that is appropriate and proportional to the behaviour. This can include actions such as moving the student's seat, temporary removal from the classroom, seeking support from a Pastoral Lead or member of leadership. The teacher will then log the behaviour on Managebac and follow up where necessary.

Should a student demonstrate behaviours that are more serious in nature, the teacher may

respond immediately rather than using the 3 strike system. In these instances the student's conduct may require an immediate consequence and be recorded in Managebac and/or MyConcern.

The ways in which students do not follow behaviour expectations are organised into 3 distinct levels in line with KHDA policy and are dealt with by relevant staff members as follows:

Level	Behaviour	Possible Interventions	Comments
1	These behaviours are examples of Level 1 behaviours. It is not an exhaustive list, and school leadership reserves the right to deem other behaviours as Level 1. - Repeated disruption. - Disrespectful behaviour. - Careless or isolated instances of identity-based harm. - Casual, non-directed swearing. - Inappropriate use of device e.g. gaming. - Boisterous behaviour, such as roughhousing, in all areas of the school. - Unauthorised use of devices. - Any other similar behaviour at the discretion of staff member.	- Eye contact - Reminder of expectations - Verbal warning and redirection - One to one conversation with student to discuss any barriers/triggers - Educational interventions	Recorded on ManageBac (in some instances, Stage 1 behaviours may be recorded in MyConcern). No other staff members are generally involved in dealing with these incidents. Teachers on duty deal with incidents that happen under their supervision.
		Consequences	
		- Change of seating so student works alone - Break time or after school detention - Device confiscated from students	
2	These behaviours are examples of Level 2 behaviours. It is not an exhaustive list, and school leadership reserves the right to deem other behaviours	Possible Interventions	Incidents recorded on ManageBac and/or MyConcern. Type and length of suspension to be determined by SLT,
		- Pastoral Lead to follow up with student and parent. - Student placed on individual behaviour report.	

	as Level 2. • Repeated instances of Level 1 behaviour • Repeated or targeted instances of identity-based harm. • Damage to school/student property. • Theft. • Fighting. • Repeated instances of defiance. • Directed swearing. • Viewing or possession of inappropriate material. • Truanting/skipping class. • Possession/use of smoking/vaping paraphernalia. • Any other similar behaviour at the discretion of SLT.	Consequences • In-school suspension • Out of school suspension • Extended period of detentions • Official KHDA warning letter from school.	but not longer than 5 days. Repeated and more serious incidents, consider possible referral to counselor. Repair/clean-up of damage. Seek advice and/or guidance from Pastoral Lead or SLT. Students may be asked to research and present on the topic of their misdemeanor, showing what they have learned in the process.
3	These behaviours are examples of Level 3 behaviours. It is not an exhaustive list, and school leadership reserves the right to deem other behaviours as Level 3. In addition, any behaviours that violate UAE laws would fall under this category. • Repeated Level 2 behaviour • Severe or persistent instances of identity-based harm, that amount to	Consequences • In-school suspension • Out of school suspension • Official KHDA warning letter from school • Exclusion • Denial of future enrolment	Immediately notify Senior Leader Incidents recorded on My Concern Repeated and more serious incidents possible referral to counsellor Parents are contacted by Senior Leader

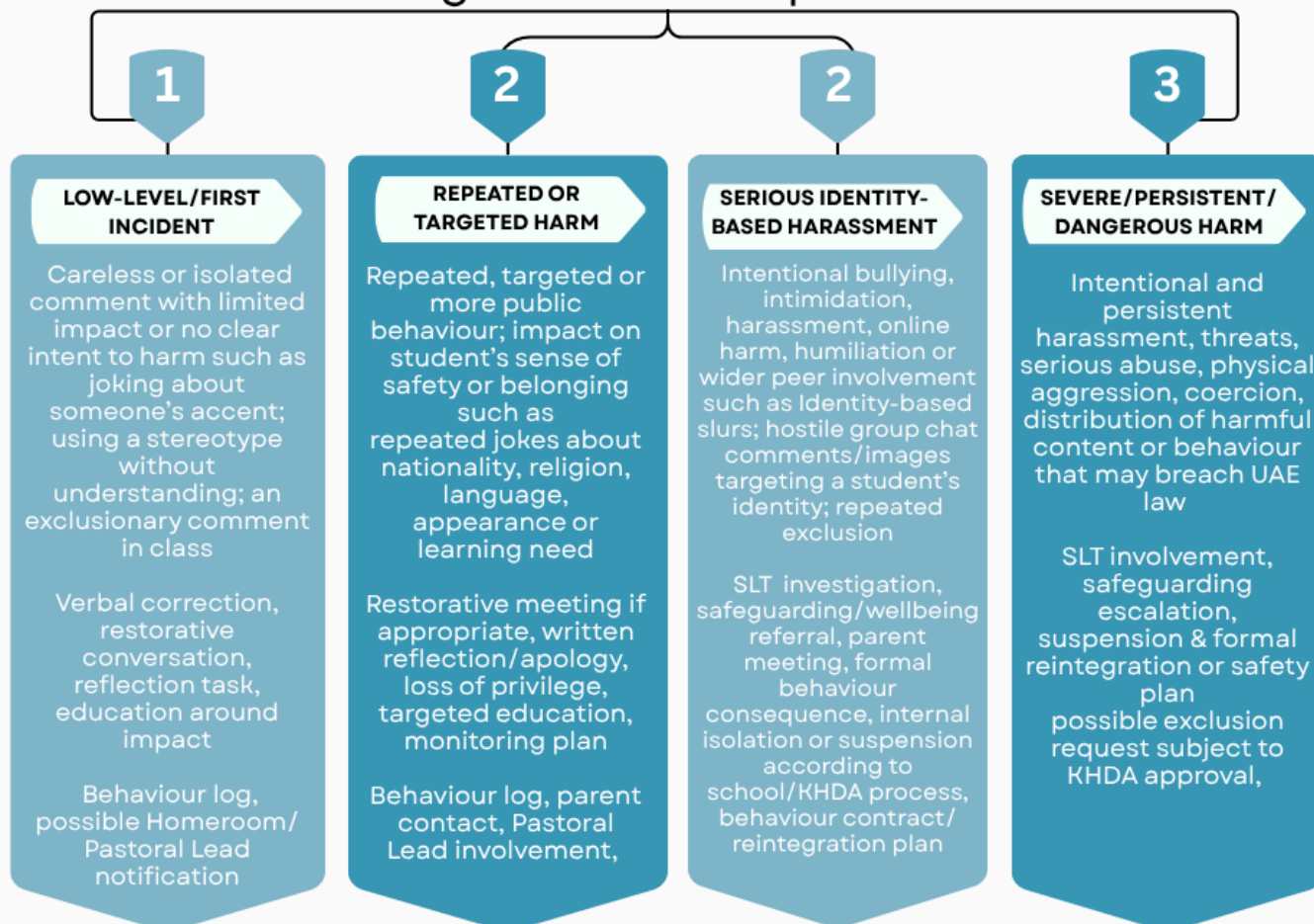
	harassment and considerable harm. • Serious, repeated or extended verbal abuse of another student or member of staff, including swearing. • Assault (excessive force, deliberately causing injury to others). • Possession, use and/or distribution of illegal materials or substances such as alcohol, drugs, pornography etc. • Cybercrimes as outlined by UAE law.		
Incidents which go beyond stage 3 will be dealt with on a case by case basis and should be escalated immediately to SLT.			

Identity-Based Harm

The school takes instances of identity-based harm seriously and will respond to these cases appropriately. It can take place in various forms and in different contexts, and the below provides an overview of examples of identity-based harm, and how they would be classified in relation to the behaviour policy. Please refer to the Identity-based Harm Policy for more detail.

IDENTITY-BASED HARM

A graduated response



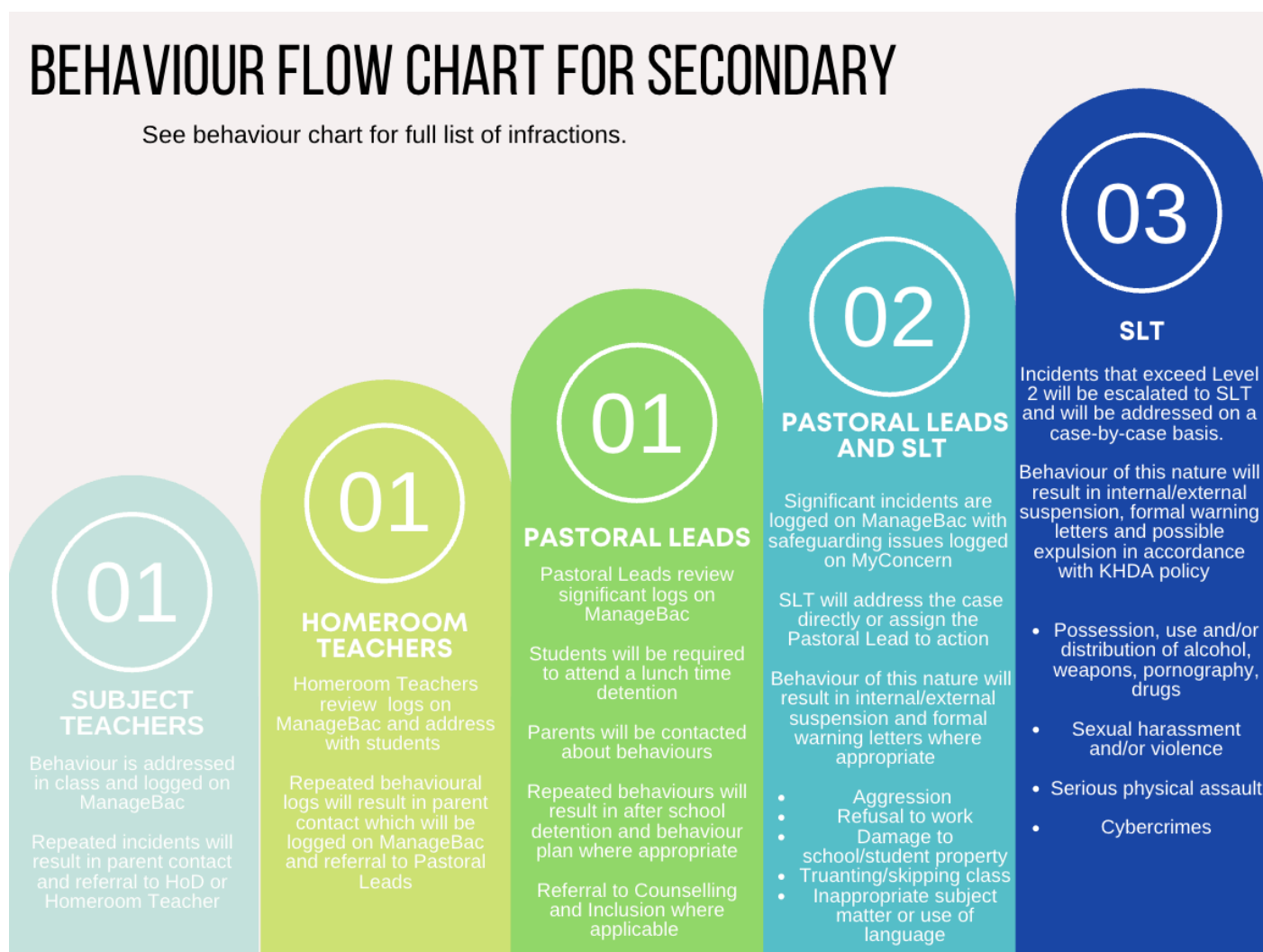
Mobile Phones And Wearable Technology

In line with our responsible approach to the use of technology, we aim to reduce the amount of distractions to students throughout the school day to promote an environment conducive to learning. As such, mobile phones and various forms of wearable technology are not permitted during the school day. This includes, but is not limited to:

- Smart watches
- Earphones/headphones
- Smart glasses

As such, any phones or forms of wearable technology seen being used without permission will be confiscated and the procedures outlined in the [Secondary School Handbook](#) will be followed.

The below flow chart summarises how the different stages of behaviour incidents should be dealt and by whom. Depending on the situation, some incidents are addressed by pastoral leads or SLT earlier than this flow chart suggests.



KHDA Warning Letters

In accordance with KHDA policy, the school takes a staged approach to dealing with persistent and wilful misconduct. Should a student demonstrate poor behaviours consistently over time, or commit stage 2 or 3 misbehaviours, official warning letters will be issued that will require parent meetings and most likely a student behaviour contract. These letters are shared with the KHDA and are accompanied with a suspension for a period of time deemed appropriate by school leadership:

1st warning letter - issued when a student demonstrates several instances of stage 1 behaviours over time or if a student commits a stage 2 or 3 offence.

2nd warning - issued when a student continues to demonstrate several stage 1 behaviours despite their previous warning or if a student commits a stage 2 or 3 offence. A second warning letter must be accompanied by an IBP, or other relevant support (such as counselling) depending on the nature of the student's behaviour. In this warning letter, the student and family are informed that a further warning would result in the student being denied the opportunity to re-enrol in the school.

3rd warning - issued when a student continues to demonstrate behaviour that is disruptive to the learning environment or compromises the safety of others despite being provided with appropriate support to try and improve these behaviours or if a student commits a stage 2 or 3 offence. The third warning is the final warning and any further offences can result in the student being or being immediately excluded from the school depending on the nature of the situation.

If the leadership determines it appropriate, a student may be excluded from the school without following the steps as described above.

Note: Students may receive consequences (such as a suspension) without the need for a warning letter depending on the circumstances for the suspension.

Red triangle Alert System

In each location around school you will see a red triangle with the location written on the back. It is very rare that serious incidents occur but in the event of an emergency, where you feel a student is "in crisis" and may seriously hurt themselves or others the red triangle should be sent either with a TA or a responsible child to Reception. The staff on reception will immediately contact a member / members of the leadership team who will proceed to the location, assess the situation and intervene as necessary.

Behaviour and Students with Individual Needs

Children with individual needs may include Students of Determination (SofD), students with Additional Educational Needs (AEN), students with English Language needs and children undergoing times of particular stress, trauma, anxiety or change.

The school recognises that the behaviour policy can not be applied to all individuals in the same manner. Some students will require reasonable adjustments in how expectations, support, rewards and consequences are applied. This does not mean lowering expectations. It means holding each student to the highest appropriate personal standard while ensuring that responses are fair, proportionate, developmentally appropriate, and informed by the student's individual needs.

Where a student has an identified or emerging need, staff must consider whether behaviour may be linked to communication, sensory processing, emotional regulation, social understanding, executive functioning, anxiety, unmet learning needs or wider wellbeing factors. Behaviours should be understood in context and not viewed in isolation. Staff should also recognise that students may show attention, engagement, communication, social interaction and regulation in different ways, and these may not always look the same for everyone. The aim is to support the student in developing the skills they need to access learning, participate safely and positively, and continue to build independence over time.

Reasonable adjustments and individual strategies may include, but are not limited to:

- Provide extra clarity around routine, expectations and what is considered acceptable and unacceptable behaviour
- Adapting the environments, seating, transitions or sensory demands
- Offering planned regulation breaks or access to a calm space
- Using personalised rewards, motivators and positive reinforcement
- Modifying the application of consequences, while still supporting repair, reflection and accountability
- Providing targeted adult support, check-ins or mentoring

The strategies, rewards and consequences for SofD and AEN will be decided in partnership between the Principals and the Head of Inclusion and will take into account any additional needs that the individual may have. The Head of Inclusion or a member of the inclusion team must be included in discussions about consequences before they are agreed, applied, escalated, or formally recorded. This applies to all behaviour-related decisions, including restorative actions, consequences, repeated incidents and serious behaviour concerns to ensure that responses are fair, proportionate and informed by the student's profile, identified needs, and reasonable adjustments.

Procedures for Behaviour Referral

Where a student is identified as SofD or AEN, the inclusion team will work with staff to ensure that any behaviour-related targets are appropriate, neurodiversity-affirming and linked to skill development rather than compliance alone. These targets may be included within the student's Individual Education Plan where behaviour is connected to their identified learning, communication, sensory, emotional or social needs.

If behaviour is having a significant impact on the students' access to learning, wellbeing, safety or participation, an Individual Behaviour Plan may be developed. Where counselling or emotional wellbeing support is involved, the student may also have a Social, Emotional Learning Plan. A student may have more than one plan where this is needed, but these should be aligned so that support is consistent, purposeful and clearly understood by all adults working with the student.

Behaviour referrals for students with individual needs must include considerations of the context, possible triggers, unmet needs, successful strategies, student voice and any reasonable adjustments already in place. The aim of referral is not simply to record behaviour

but to better understand what the student needs and to identify the most appropriate support, intervention or next steps.

Important notes

- Any physical punishment is absolutely prohibited, and potentially criminal.
- Staff should never belittle, humiliate or deliberately embarrass children through their actions.
- The tone of the teacher's voice may indicate disapproval but shouting at a child is ineffective and should not happen.
- Any occurrence of the above will be dealt with as a staff conduct matter.

Special Note

The school reserves the right to report to the KHDA any student whose continued misbehaviour adversely affects the learning of others.

Students exhibiting persistent repetition of dangerous and/or disruptive conduct can and will be asked to leave the school in order to find a new environment more suitable for their needs, which is in line with KHDA policy.

Appendices

Appendix 1 - Rights and Responsibilities

OUR RIGHTS • OUR RESPONSIBILITIES



At Fairgreen, we believe every child has **rights**.
With rights come **responsibilities**.



Right to an Education

I have the responsibility to:

- Have a positive attitude and do my best
- Behave in a positive way that supports the learning of others
- Work collaboratively and respect others' opinions, feelings and ideas
- Be a reflective learner and know what my next steps are for improvement



Right to Feel Safe

I have the responsibility to:

- Not to hurt or bully others and to report bullying
- Show care for myself and others
- Follow the directions of trusted adults in school
- Respect property and use school facilities with care



Right to Be Valued as an Individual

I have the responsibility to:

- Be caring towards others
- Be open-minded and respect the values and traditions of others
- Be honest and tell the truth
- Be positive and encouraging



Right to be Treated with Respect

I have the responsibility to:

- Respect others who hold different beliefs
- Listen and respond appropriately to others' points of view
- Treat others as I would like to be treated
- Be responsible for my actions and behaviours



These rights and responsibilities are based on the UAE Federal Law No. (3) of 2016 (Wadeema's Law) and reflect the values of the Ministry of Education and KHDA.

Together we create a safe, respectful and inclusive community.

Round Robin Feedback

STUDENT NAME:

[illegible]

Appendix 3 - Example Behaviour Contract

Behaviour Contract

Name:
Grade:
Academic Year:
Attendance:
Rewards Logs:

Student Number:
Homeroom Teacher:
Behaviour Logs:
Lates:

Dear Student,

RE: BEHAVIOUR CONTRACT

DATE:

This letter is to outline our behaviour expectations as a school and to provide clarity on the interventions that need to be implemented to prevent you from receiving an official KHDA Warning Letter.

At Fairgreen, we follow the 3R's of Readiness, Respect and Responsibility. Recently, there have been a number of behaviour logs from your Arabic teacher that do not align with the 3R's as well as KHDA behaviour expectations. This trend in behaviour is preventing you from fulfilling your potential and is having a negative impact on other members of the class

The targets which are being set to be achieved by **DATE** are;

1. A
2. B
3. C

You will meet with the pastoral leader TIME FRAME to reflect on your progress and any challenges you are facing in order to help you make better decisions.

We will review this contract on the following dates:

- **DATE**
- **DATE**
- **DATE**

Student Name:

Staff Name:

Parent Name:

Signed Student:

Staff Sign:

Parent Sign: