Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Secondary Positive Behaviour Management (Pastoral) Policy 2026 - 27

Positive Behaviour Management Policy 2026 - 27

Safa Community School

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Key Personnel

Secondary School Senior Leadership Team

Principal	:	Mrs. Leanne Fridd
Head of Secondary	:	Mr. Emmett Glackin
Deputy Head of Middle school/ Whole School Head of Child Protection	:	Mr. Mathew Ashton
Strategic Pastoral Lead Key Stage 4 and 5:		Mr Nick Makin
Assistant Head of Key Stage 5	:	Ms Jenni O'Donnell (SLT)
Assistant Head of Key Stage 4	:	Ms Hannah Lunt (SLT)
Head of Year 13		Mr Natasha Brady
Head of Year 12		Ms George Armston
Head of Year 11		MsCharlotte Jones and Mr Nathan Holtom
Head of Year 10	:	Ms Hannah Skidmore and Mr Sam Bingham
Strategic Pastoral Lead Key Stage 3	:	Mr Michael Brady
Assistant Head of Key Stage 3	:	Ms Kirsty Valentine
Head of Year 9	:	Ms Gemma Blackburn and Mr Cathal McArdle
Head of Year 8	:	Ms Alex Hay and Mr Blake Bissell
Head of Year 7	:	Ms Jade Scott and mr Montell Lowe
School Counsellors	:	Ms Lucinda Hutchins & Emily Allen

Aims of Positive Behaviour Management Policy

- To promote positive behaviour among our students
- To encourage students to behave appropriately in a range of situations
- To create an ethos and environment where students feel safe and happy
- To encourage students to grow into responsible citizens
- To ensure students act like positive role models

1.0 Rationale

At Safa Community School, we seek to promote the highest standards of behaviour and self-discipline through a balanced approach that prioritises positive reinforcement, while maintaining clear, fair, and consistent consequences where expectations are not yet met.

We believe that positive behaviour is closely linked to students' social, emotional, and mental wellbeing. As such, behaviour management at SCS is underpinned by relationships, consistency, and high expectations, alongside recognition, encouragement, and appropriate support.

The Positive Behaviour Management Policy exists to ensure that learning can take place in the best possible conditions. Expectations are clear, consequences are proportionate, and students are supported to reflect on their actions, repair relationships, and make positive choices moving forward. Behaviour is viewed as something that can be learned, improved, and strengthened over time.

Rewards and interventions are applied fairly and consistently, with consideration given to individual circumstances, age, and developmental needs. Staff are supported through training and guidance to ensure effective and appropriate behaviour management. We work in partnership with parents and, where necessary, external agencies to support students effectively.

This policy applies to all secondary students and is shared with all staff as part of the induction process. All adults working with students are expected to uphold and apply the principles within this policy.

Corporal punishment, or the threat of corporal punishment, is strictly prohibited at SCS.

2.0 Procedures

Standards of expected behaviour in the secondary school are based on the SCS expectations and values outlined in this policy and its appendices.

The primary emphasis of behaviour management at SCS is on the positive reinforcement of desired behaviours. Staff are expected to actively notice, reinforce, and celebrate positive conduct, effort, improvement, and contribution to the school community.

Where behaviour does not yet meet expectations, a clear and graduated pathway of interventions is followed. These interventions are designed to support reflection, accountability, and positive behaviour change rather than punishment alone. Minor incidents are addressed by classroom staff, while persistent or more serious concerns are escalated through pastoral and senior leadership structures.

Alongside any intervention, staff should identify opportunities to recognise improvement and reinforce positive change, supporting students to make a successful return to learning.

2.1 Expectations

Staff

- Build positive, respectful relationships with students
- Provide a purposeful, structured, and engaging learning environment
- Model the behaviours and values expected of Safa students
- Apply behaviour policies consistently and fairly
- Use positive reinforcement regularly to encourage good behaviour and effort
- Recognise improvement and progress, particularly following interventions
- Apply interventions proportionately and in line with Appendix C
- Communicate appropriately with parents and relevant staff regarding behaviour

Students

- Conduct themselves safely and respectfully at all times
- Be active, positive members of the school community
- Attend school regularly and punctually
- Follow staff instructions calmly and respectfully
- Demonstrate a strong work ethic and positive attitude to learning
- Be organised and prepared for the school day
- Complete classwork and homework to the best of their ability
- Take responsibility for their actions and their impact on others
- Demonstrate the school values in all aspects of school life

Parents

- Support their child's learning and behaviour
- Work in partnership with the school to reinforce expectations
- Communicate concerns promptly and through appropriate channels
- Support the application of school policies
- Ensure regular attendance and punctuality
- Interact respectfully and constructively with all staff

2.1.1 Digital Citizenship and Online Behaviour

Safa Community School expects all students to demonstrate responsible, respectful and lawful behaviour online, in line with the values of the school and the expectations set out in UAE law.

Students are expected to communicate respectfully, protect their own and others' wellbeing, and understand that online behaviour, including off-site activity, can have a real impact on individuals and the wider school community.

The school is committed to educating students about online safety, digital responsibility and digital footprint, alongside responding to online misconduct where it occurs.

Online behaviour that causes harm, distress or disruption to the school community will be managed in line with this Behaviour Policy and the Anti-Bullying and Cyberbullying Policy.

2.2 Values

Students will model the behaviours expected of a Safa student at all times. These values are created in line with the schools vision of preparing students for later life and the skills they will need to be successful. The school values take into account three areas: Self, Community and School.

SELF - Maintain the highest of standards with regards to their behaviour at all times

COMMUNITY - Treat all community members as they wish to be treated themselves being respectful and polite at all times both in and out of school.

SCHOOL - Respect and care for the school facilities and site at all times. Contribute positively to the environment and promote sustainability.

2.3 Distance Learning Expectations

During periods of distance learning, all expectations outlined within this Positive Behaviour Management Policy remain fully in place. The online learning environment is an extension of the school environment and students are expected to demonstrate the same standards of behaviour, respect and responsibility as they would during on-site learning.

Students and parents will be required to sign a Distance Learning Code of Conduct prior to engaging in live online learning.

Student Expectations During Distance Learning

Students are expected to:

- Attend all scheduled live lessons punctually and be ready to learn
- Participate positively in all online learning activities
- Follow staff instructions at all times during live lessons
- Communicate respectfully with staff and peers using appropriate language in all online platforms, including chat functions
- Ensure their online conduct reflects the values of Safa Community School
- Use school-approved platforms appropriately and for educational purposes only
- Maintain appropriate behaviour when using microphones, cameras and chat features
- Not record, photograph or share any part of an online lesson without explicit permission from the teacher

and school
- Not share links, login details or passwords with others
- Ensure their learning environment is appropriate and free from distractions wherever possible

Behaviour During Online Learning

Behaviour expectations during distance learning are consistent with those expected during on-site learning. Any behaviour that disrupts learning, shows disrespect to others, or breaches school expectations will be addressed in line with the procedures outlined in this policy.

Examples of unacceptable behaviour during distance learning include, but are not limited to:

- Disrupting lessons through inappropriate use of chat, microphone or camera
- Posting inappropriate comments, messages or content
- Failing to follow staff instructions
- Sharing inappropriate material
- Recording or sharing images, video or audio from lessons without permission
- Online bullying, harassment or exclusion of others
- Misuse of school technology or learning platforms

Online incidents will be recorded and followed up using the same behaviour pathways and sanctions as outlined in Appendix C: Levels of Unacceptable Behaviour.

Serious incidents occurring online, including online abuse or harassment, will be treated as serious offences and managed accordingly.

Parental Support During Distance Learning

Parents play a key role in supporting effective distance learning. Parents are expected to:

- Support their child in maintaining positive behaviour during live online lessons
- Ensure students attend lessons punctually and engage appropriately
- Provide an appropriate learning space where possible
- Communicate with the school if concerns arise

3.0 Rewards and Positive Recognition

Safa Community School is committed to recognising and celebrating positive behaviour, effort, and improvement.

3.1 Rewards and Recognition Systems

Epraise is used to record and track positive behaviour across the school. Students earn house points for demonstrating positive conduct, effort, improvement, and contribution. These points contribute to individual and house rewards.

Positive recognition includes:

- Verbal praise (public and private)

- Written feedback and recognition on Epraise
- Positive communication home via email or telephone
- House points and house competitions
- Subject awards for improvement, effort, or contribution
- Attendance awards (individual and group)
- Head of Year and Key Stage awards
- Principal's Praise for exceptional achievement or contribution

3.2 Recognition of Improvement and Effort

SCS recognises that positive behaviour development is a process. Students who demonstrate sustained improvement following feedback or intervention should be actively acknowledged.

Recognition may include:

- Epraise points for improved behaviour or effort
- Verbal praise and encouragement
- Tutor or pastoral recognition
- Positive contact with parents
- Nomination for pastoral or key stage awards

No student should feel that positive recognition is unattainable due to previous behaviour.

4.0 Behaviour Interventions

Behaviour interventions are used to support reflection, accountability, and positive change.

4.1 Low-Level Classroom Interventions

Staff may use a range of low-level strategies to address behaviour quickly and discreetly, including:

- Non-verbal cues (eye contact, proximity)
- Pausing or restating expectations
- Quiet reminders or redirection
- One-to-one conversations
- Use of assertive, calm language

These strategies aim to support students in self-correcting behaviour while maintaining learning flow.

4.2 Reflection Time

When behaviour falls below expectations, students may be placed in reflection time during break, lunch, or after school. Reflection sessions are supervised and include structured activities designed to help students:

- Understand the impact of their behaviour
- Take responsibility for their actions
- Identify strategies for improvement

Subject teachers may attend the start of reflection time to resolve issues and support reintegration

4.3 Behaviour Points and Monitoring

Behaviour points are used as a monitoring and support tool. They are not intended to label students but to help identify patterns, provide feedback, and guide support.

Where improvement is demonstrated, staff and pastoral leaders should actively recognise progress and support a positive fresh start.

5.0 Escalation and Serious Incidents

Where behaviour is persistent or serious, further interventions may include:

- Behaviour or academic reports
- Internal isolation
- Fixed-term exclusion (authorised by the Principal or SLT)

Sanctions are applied proportionately and with regard to individual circumstances. Whole-class sanctions are not used unless authorised by SLT.

Following any intervention, staff will support students to reintegrate positively, reinforce expectations, and acknowledge improved behaviour.

6.0 Serious Offences and Bullying

Safa Community School is committed to maintaining a community where all members feel safe, respected and supported. Expected behaviour, including online conduct, is actively taught, modelled and reinforced, rather than assumed, and bullying, including cyberbullying, is not tolerated.

Bullying is defined as repeated, intentional behaviour that causes harm, including physical, verbal, social, emotional or online harm, and often involves an imbalance of power. Cyberbullying refers to bullying behaviour carried out through digital platforms, messaging services, social media or online spaces.

Students are expected to behave responsibly, respectfully and lawfully, both in school and online, including off-site online behaviour where it impacts the wellbeing of individuals or the wider school community.

Incidents of bullying and cyberbullying are addressed using the behaviour level framework outlined in this policy and managed in line with the Anti-Bullying and Cyberbullying Policy, which sets out investigation procedures, support and safeguarding responses.

Next Review Date: August 2027
Person Responsible: Mathew Ashton

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Mental Health and Wellbeing Policy
- BYOD Policy
- Mobile Phone Policy

- Anti Drug, Alcohol and Smoking Policy
- Anti Bullying and Cyberbullying Policy
- UAE Federal Law No. 3 (Wadeema's Law)
- UAE Cybercrime legislation,
- KHDA Wellbeing Guidance

Appendices

Appendix A:

Behaviour Points	Staff Involved	Intervention
5-10 Behaviour Points	Form Tutor	Phone call or Email to parents. Silent Form Report
11-20 Behaviour Points	Form Tutor/HOD/HOY	HOD to contact parents if problem is in one subject HOY if across a number of subjects Report if necessary
20-30 Behaviour Points	HOY/ AHT	Formal meeting with parents Behaviour report Formal Letter written to parents Action plan created if necessary Team around the child meeting
30-40 Behaviour Points	AHT/DHT	Formal meeting with parents Behaviour report 2nd Formal Letter written to parents Action plan created if necessary Team around the child meeting
40+	Head of School	

Note: The above interventions provide guidance, the professional judgement of the team members involved enable them to work on a case by case basis to decide what is in the best interests of the student moving forward.

Appendix B: House Points Incentives

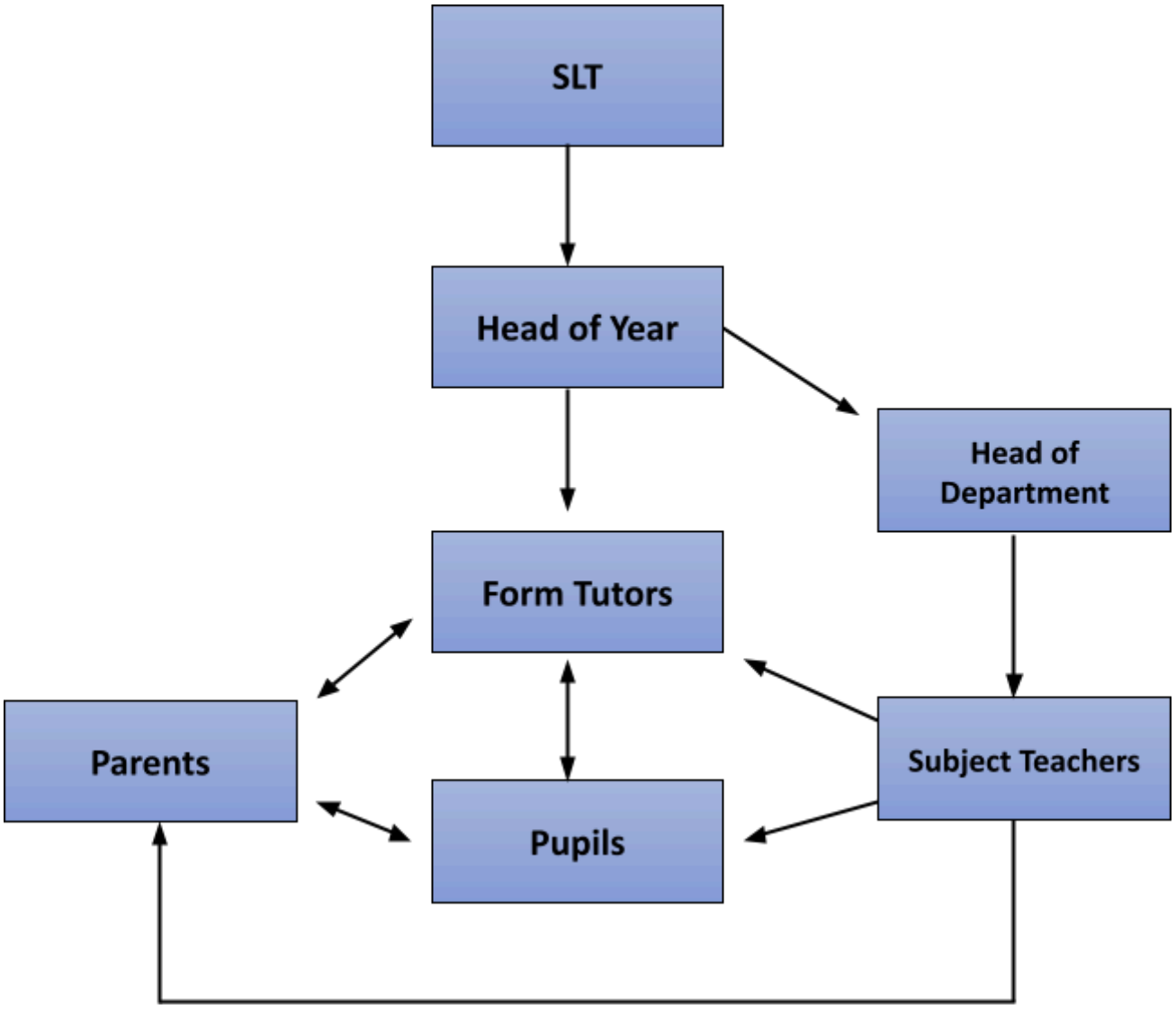
100 House points	– *A positive phone call home* – *Can be purchased anytime* – *Your Head of Year or a member of SLT will make a positive call home*
200 House points	– *Available all term (students to select rewards at the start of the year)* – *In school rewards*
300 House points	– *Available all term (students to select rewards at the start of the year)*
400 House points	– *Activities can be on or off site* – *Can bring up to 3 friends*
500 House points	– *Special reward recognition* – *E.g Shave Mr Brady's head in an assembly*

Appendix C: Levels of Unacceptable Behaviour

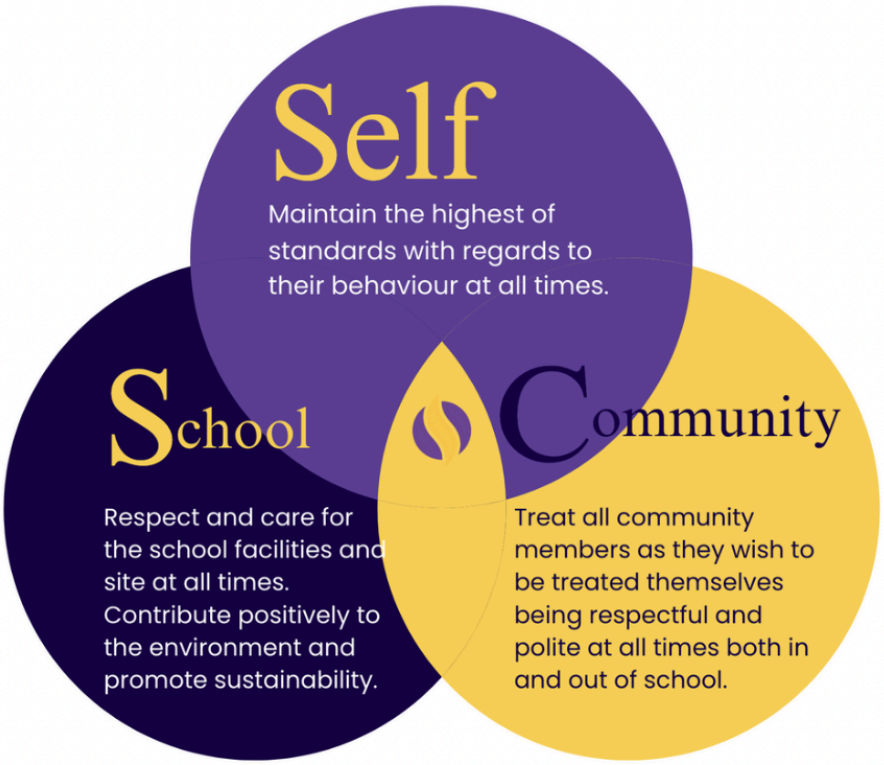
Secondary Behaviour Sanctions

	Low Level Breach (Level 1)	Persistent Low Level Breach (Level 2)	Major Breach (Level 3)	Severe Breach (Level 4)
Behaviours	- Off task in lesson - Interrupting/ calling out - Inappropriate language - Not listening to instructions - Late to lesson - Uniform infringement (shirt not tucked in, hair not tied back, no tie or scarf) - Homework not handed in or poor standard of homework - No book, device or equipment - Chewing gum - Mobile Phone Visible - Headphones	- Rude to a member of staff - Low level bullying - Inappropriate language - Inappropriate use of devices - Late 2 or more times in a week - Intimidating others - Failure to attend Reflection Time - Failure to hand in homework after second opportunity - Defiance - Poor behaviour on the bus - Using Mobile Phone During the day Persistent Level 1 Behaviours	- Vandalism - Truancy - Theft - Academic Dishonesty – Plagiarism or Examination Malpractice - Deliberate physical / verbal violence to an adult or peer - Bullying (ongoing) - Cyberbullying - Discriminatory comments (including online) - Targeted harassment (including online abuse) - Significant or sustained social exclusion Any behaviour that contravenes the school's values, code of conduct, or expectations of respect and integrity. Persistent Level 2 Behaviours	- Serious actual or threatened violence against student or staff member - Arson - Possession of illegal substances - Sexual assault, - Continued failure to meet school expectations - Drugs, Alcohol, Smoking or vaping - Ongoing or extreme cyberbullying - Sharing or distribution of images or videos of staff or students without consent - Blackmail, coercion or sexual harassment - Behaviour that may constitute a criminal offence Any action that breaches the school's values, code of conduct, or local UAE laws and cultural expectations Persistent Level 3 Behaviours
Actions	Verbal Conversation Break Reflection Time (10-20 mins)	Lunch Reflection Time (30 mins) HOY/HOD After School Reflection Time (45 -60 mins) Behaviour report for persistent behaviours	SLT After School Reflection Time (24 hours notice given) Internal Isolation Fixed Term Exclusion Behaviour report for persistent behaviours	Fixed Term Exclusion Permanent Exclusion
Responsible	Subject Teacher/Form Tutor	HOD/HOY	HOY/ SLT	SLT
Communication	Reflection logged on Epraise, form tutor informed, email to parent or phone call if required.	Reflection logged on Epraise, Form tutor informed, teacher to contact parents by email or phone.	Meeting with parent arranged face to face and sanctions outlined Formal letter sent to parents via ISAMS	Meeting with parent arranged face to face and sanctions outlined Formal letter sent to parents via ISAMS

Appendix D: Flow diagram of Pastoral Structures



Appendix E


Self
Maintain the highest of standards with regards to their behaviour at all times.
School
Respect and care for the school facilities and site at all times. Contribute positively to the environment and promote sustainability.
Community
Treat all community members as they wish to be treated themselves being respectful and polite at all times both in and out of school.

PURPOSEFUL LEARNING EXPERIENCES
فرص تعلم هادفة
RESPECTFUL, INDEPENDENT THINKERS
مفكرون محترمون ومستقلون
CARING FAMILY CULTURE
ثقافة أسرية مُفعمة بالرعاية
PERSONALISED ACADEMIC SUCCESS
نجاح أكاديمي مخصص

Appendix F - Substance Abuse Guidelines

Clarification of School Rules Relating to Substance Abuse

Illegal Drugs, Illicit Drugs & Solvent Abuse

The school adopts a zero-tolerance policy towards the possession, sharing, bringing into school, distribution, sale, "pushing" or use of illegal drugs, psychotropic substances, solvents, or illicit drugs, whether on or off school premises.

Such cases will be treated as major disciplinary matters and referred immediately to the Dubai Police in compliance with Federal Decree Law No. 30 of 2021.

Any pupil found to be involved should expect permanent exclusion, the KHDA and the School Governing Board will be notified in these circumstances. Even indirect involvement in drugs (inside or outside school) may result in the pupil's continued membership being reviewed and can lead to permanent exclusion.

Alcohol

The bringing, possession, sale, consumption, or being under the influence of alcohol during the school day or at any school activity is strictly forbidden. Any student suspected or proven to have breached this rule will be subject to exclusion, up to and including permanent exclusion, in line with UAE law.

Prescription & Over-the-Counter Medication

All prescription or OTC medication must be declared to and stored by the School Nurse, accompanied by a doctor's note and parental disclosure (per DHA medical guidelines). Students must not carry or self-administer medication unless explicitly authorised.

Misuse of prescription or OTC medication will be treated as a disciplinary and legal matter.

- A first offence may lead to a fixed-term exclusion and intervention support.
- Repeat offences may result in permanent exclusion.

Tobacco, E-Cigarettes & Vaping

The bringing, selling, possession, or use of tobacco products, electronic cigarettes, shisha, or vaping devices is strictly prohibited on school premises and at school events. Any pupil suspected of using such products may face a fixed-term exclusion, persistent offences will result in permanent exclusion.

Mitigating Circumstances

The only circumstance where the school may consider flexibility is if information about an offence is voluntarily disclosed by a pupil or parent, in which case the response may include counselling and monitoring rather than immediate permanent exclusion.

Possible Indicators of Substance Abuse

This list is not exhaustive, but may trigger investigation:

- Sudden or unexplained behavioural changes
- Involvement in a drug-related incident

- Concerning peer group associations
- Physical or psychological signs of use
- Implication by association or information received
- Decline in academic performance, health, or attendance

Procedures

- Procedures will follow the school's major disciplinary and safeguarding protocols.
- Suspicion or discovery must be reported immediately to the Principal or DSL.
- Confiscated substances will be handed to UAE authorities in line with law.
- Parents will be informed immediately.
- The school may impose suspension, expulsion, and/or referral to rehabilitation, depending on severity and legal obligations.
- Where reinstatement is considered, conditions may include:
    - Random drug testing
    - Counselling or medical referral
    - Parental monitoring commitments

All incidents will be monitored, documented, and reported to the School Governing Board and relevant UAE authorities. Support will be provided where possible, but student and community safety remain the priority.