



SECONDARY POSITIVE BEHAVIOUR POLICY

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Safer Recruitment Statement

SES is an equal opportunity employer and as such treats all job applicants and staff with equal respect free from unjustifiable discrimination.

SES is committed to safeguarding and promoting the welfare of all its students. A UK ICPC or equivalent police check is a prerequisite for all appointments



Secondary Policy on Promoting Positive Behaviour

“ Positive emotional energy is the key to health, happiness and well-being. The more positive you are, the better your life will be in every area. ” - Brian Tracy

To the student - Why is positive behaviour important?

At Sharjah English School (SES) we believe that positive behaviour is the best choice that we can make. For us that means ensuring that we concentrate on the little things. They are vitally important and will help us to be successful when great challenges stand in our way. We believe that every action you make throughout the day is a choice that you make and that choice can always be positive. Please think about this and remember to tidy up after yourself, help new students settle into the school, challenge the poor behaviour of others, wear your uniform well, be punctual and always set a good example.

You are all part of the SES community. It is vitally important that you are proud of this community and in order for you and the school community to be successful you must all work together and not let the community down. Being part of the SES Secondary School is something that you should be proud of, so not stepping up and understanding the importance of your position has a detrimental effect on the rest of the SES community.

As a member of SES you are a role model to students throughout the school. Understanding this responsibility creates a compelling sense of higher purpose. Better people make better students – but they also make better doctors, lawyers, bankers, teachers, hospitality workers, business executives and sons, daughters and friends.

This document describes the range of rewards to encourage positive behaviour and sanctions available when you fail to meet the high standards established by the School.

To teachers, students and parents

Rewards

To award good behaviour teachers can issue a SES merit sticker. The sticker will be placed in the student's planner. We encourage teachers to issue merits to students for anything that they deem to be 'merit-worthy'. This is not limited to classwork or homework. Merits can be awarded for a plethora of reasons including but not limited to, helping peers. Merits should be signed by teachers before issuing them to the student.



- Bronze Merit Certificates are awarded to students achieving 20 merits during a year.
- Silver Merit Certificates are awarded to students achieving 50 merits during a year.
- Gold Merit Certificates are awarded to students achieving 100 merits during a year.
- Platinum Merit Certificates are awarded to students achieving 200 merits during a year.

Commendations for Year 7-13

- Head of Year Commendations can be awarded at any time and certificates given.
- Secondary School commendations are awarded for outstanding effort, academic achievement, good work ethic and/or exceptional pieces of work.

Prize Giving - Awards ceremonies are held at the end of every year to celebrate exceptional attainment and progress across all subjects and disciplines. Parents are invited to these events.

Emails home - Positive communication home can come from any colleague. Heads of Year can write letters home on the advice of subject teachers and tutors at any time.

Consequences of poor choices

As we all know, the vast majority of students will make positive choices most of the time. For some, from time to time, a little sharper focus on decision making is needed to allow the student to understand that the next time they are in the same situation they decide to make a better choice.

Appropriate sanctions will be imposed on any student not adhering to the values of the school. For a large part of the time, we are a community with a high degree of mutual respect and good behaviour is evident. However, sanctions are necessary for promoting the personal integrity of individuals and to create the working ethos that supports academic excellence.

These sanctions are to be used in the context of unsatisfactory work or behaviour. At all stages, there will be a focus on why a student is not working well or behaving and targeted intervention will be put in place that offers support and sanctions where appropriate.

The Positive Behaviour Policy does **not** support the use of a whole class detention and **this should not be** used as a sanction. It is also not normally acceptable to put a student out of class onto the corridor unless for a short period. The sanctions seek to balance the interest of the student involved with those of the rest of the school



community. The nature of the sanction will reflect the context and the seriousness of the offence and should be reasonable, proportional, and relevant and follow on as soon as possible after the incident.

School life is complex and sanctions can only be expressed in general terms and the list will not be exhaustive. However, the range and nature of the sanctions listed is indicative of what represents a reasonable sanction.

1. **Verbal admonishment/a warning** - addressing which of the rules has been broken. It should be noted that students do not always respond, especially over a number of years, to volume; they respond to intent and a sense of purpose to the words used.
2. **Socially useful tasks** - a sanction to fit poor choices made by the student, for example the carrying out of some community service e.g. tidying rooms, helping order the tutor room, supporting teachers or support colleagues.
3. **For repeated lateness**, we will follow the Lates and Absences Policy.
4. **Mobile Phones & other electronic devices** - Students should not be using their mobile phones during the school day. Other electronic devices such as laptop computers/tablets should only be used in lessons and in designated study areas. Teachers will issue a verbal warning in the first instance if they judge it to be a minor offence e.g. the phone is visible but not being actively used. When the phone is being actively used, a member of staff should request that a student hands over their phone. This should then be taken to the Secondary School Reception where it can be collected from at the end of the school day.
5. **Payment for damage** e.g. *graffiti, deliberate damage to property/possessions/books* - parents will be charged as appropriate via the Finance Office and a letter sent home.

Below is a general guide of consequences for different behaviour incidents.

| Level | Behaviour Examples (Not exhaustive) | Possible Actions/Sanctions |
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| <p>1 Low Level</p> | <ul style="list-style-type: none"> Poor effort or refusing to try in class. Being disruptive/inappropriate interruptions/distracting others. Unkind remarks / Telling lies/Deliberately annoying others. Improper use of school equipment. Dropping litter. Lates / uniform issues. Excessive make-up, persistent wearing of nail polish. Wearing of anklets, jewellery outside allowance. | <ul style="list-style-type: none"> Dealt with by a teacher/tutor Reminder of the rules. Verbal warning of consequences of repetition. Related low level sanction e.g. re-do work. Removal of nail varnish. Confiscation of an offending item. Lates Detention. |
| <p>2 Moderate Level</p> | <p>Persistent level 1 behaviour</p> <ul style="list-style-type: none"> Continuous talking in class (after movement of seating location). Dangerous actions within a set task. Deliberate improper use of school facilities. Refusing repeatedly to attempt to complete homework. Disruption/ Non-compliance in class or answering back in a defiant manner to a teacher. | <ul style="list-style-type: none"> Dealt with by teacher, tutor and maybe HoS or HoY if outside of lessons. Verbal warning. Non-verbal warning recorded on Engage. Break/Lunch detention - 20 minutes. Related moderate level sanction. |
| <p>3 Concerning Level</p> <p>(ADD TO MYCONCERN)</p> | <p>Persistence in relation to behaviours listed under levels 1 and 2</p> <ul style="list-style-type: none"> Deliberately emotionally or physically hurting another student (name calling, pushing etc). Bullying. Cyber issues, (posting photos, comments that mean to hurt). Using objects inappropriately so they could cause harm. Serious misuse of school equipment. Gaining an unfair advantage in internal examinations. Inciting other children to misbehave. Swearing at someone (intentionally wanting to cause offence). Possession of inappropriate materials/objects. Consistent lateness/truancy a lesson. | <ul style="list-style-type: none"> Bullying dealt with by HoY with some input from the Head of Secondary or SSLT. Break/after-school detention. Parents informed by phone call or email by HoY (cc to tutor) (depending on severity). Report card support. Parental meeting if appropriate. Possible internal suspension. Being made to sign at the Secondary School Office (Before school, break, start of lunch, end of lunch, end of school). |
| <p>4 Serious or repeat offenders</p> <p>(ADD TO MYCONCERN)</p> <p>(Possible external suspension - please see</p> | <p>Repetition of level 3.</p> <ul style="list-style-type: none"> Repeat offence of bullying. Leaving school site without permission. Cyber Issues, (Sending inappropriate pictures/2nd offence of unpleasant emails/ texts etc). Higher level deliberate physical harm, (kicking, hitting, spitting/persistently emotionally or physically hurting another student). Entering changing rooms of the opposite sex. Gaining an unfair advantage in public examinations. Vandalism (If serious - level 5 or 6). | <ul style="list-style-type: none"> Dealt with by HoY & SSLT/Head of Secondary. Use of report cards, contracts and agreements. Parents informed with written warning. Parental meeting. Possible suspension from school (or internal). Use of support systems/counsellor. Being made to sign at the Secondary School Office (before school, break, start of lunch, end of lunch, end of school). |



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| Suspension Matrix) | <ul style="list-style-type: none"> • Serious verbal abuse to an adult or student. • Possession of a small amount of harmful substances (alcohol, cigarettes, e-cigarettes & aerosols). | |
| 5 Very Serious Offences or repetition of Level 4 (ADD TO MYCONCERN) (Suspension - please see Suspension Matrix) | Repetition of level 4. <ul style="list-style-type: none"> • Publicising examination material for other students to use. • Sharing of indecent photographs to others. • Swearing at an adult. • Instigated cyber bullying/ringleader towards a victim. • Sexual relationships - within school. • Possession of harmful substances (alcohol, cigarettes, aerosols). • Stealing offence. • Children excluding others on looks/race/belief/gender/disability. | <ul style="list-style-type: none"> • Dealt with by Head of Secondary with some involvement with HoY). • Suspension from school. • Parent meeting with the Head of Secondary • Use of support systems/counsellor. |
| 6 Permanent Exclusion Events (ADD TO MYCONCERN) | Repetition of level 5. <ul style="list-style-type: none"> • Distribution of harmful substances (alcohol, cigarettes, any illegal drug) (Permanent exclusion will depend on severity and situation). • Possession in school of dangerous weapons. • Sexual attack on a student or staff member. • Serious injury to someone else with intent. • Consistent repetition of offences of bullying/cyber bullying where other students' lives are being made miserable and all forms of sanctions have failed. | <ul style="list-style-type: none"> • Permanent Exclusion from school. • Dealt with by the Principal & Head of Secondary. |

External Suspension & Permanent Exclusion

Suspension: means that a student has been sent home for a limited period either as a disciplinary sanction or pending the outcome of an investigation or an appeal procedure.

Internal Exclusion: means that a student will be in school but taken out of lessons for one or two days. The student will be set to work as normal by his/her teachers but will complete all work supervised by one of the Head of Secondary, Deputy Head of Secondary or Assistant Head: Pastoral & Well Being. The student will have break times at a different time than the rest of the students. An internal exclusion may occur after a Level 3 or 4 incident.



Permanent Exclusion: means that the student has committed a number of disciplinary offences or one or more serious disciplinary offences, and/or brought the reputation of the school into disrepute.

If there is sufficient evidence that a student has committed a number of disciplinary offences or one or more serious disciplinary offences, or brought the reputation of the school into disrepute, and allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, the student may be required to leave the school site for a fixed period (suspension) or permanently (exclusion).

If the student is accused of a criminal offence but the offence took place outside of the school's jurisdiction, the school reserves the right to investigate and to suspend the student if appropriate or to ask the parents to withdraw the student from the school. In the event that the student is found to have committed the offence, the school reserves the right to exclude the student if appropriate, taking into account all the facts and circumstances of the case.

The decision to suspend a student

A decision to suspend a student will only be taken where there has been a serious breach or repeated breaches of the school's rules, policies and procedures, whether in academic matters, for poor behaviour, law breaking and/or bringing the school into disrepute. A decision to suspend a student may only be taken by the Principal or Head of Secondary.

The information about the decision to suspend a student will be communicated by the Head of Secondary to the SSLT, the Pastoral Team (HoYs and the Counsellor), tutor and teachers of the student/s in question. The aim is to communicate this information including the reason for the suspension to the colleagues who are responsible for student well-being throughout the school and directly responsible for the well-being of the student/s who has/have been suspended.

Suspension Matrix

Students will usually be suspended for between one and four days (please see the **Suspension Matrix** below), although there may be circumstances where external investigations led by other agencies require this to be longer.

With every incident where suspension is a possibility the school will refer to the **Suspension Matrix** and use this guide to decide an appropriate stage that the offence should be graded against.



- If a student receives a 2 or 4 day exclusion the student's parents will be asked to meet with the Head of Secondary on their return to school.
- If a student receives a 4 day exclusion, the student and parents will be told that any future offence will mean either a permanent exclusion or a final written warning will be issued to the student from the Principal. After this, any offence (however serious) will lead to a permanent exclusion from the school.
- During any suspension, where appropriate, the school will work with the family to ensure that academic work is set for the student. During this time, the parents of the student must ensure that he or she is not present in a public place during normal school hours without reasonable justification.

The decision to permanently exclude a student - The final decision to permanently exclude a student will be taken only by the Principal. A decision to permanently exclude a student is a serious one, and will usually only be taken as a last resort when a student has rendered his or her membership of the school untenable as a result of grave or sustained breaches of the school's rules, policies and procedures affecting the well-being of themselves and others, or seriously affecting the education of others. There will however be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence (please see the **Suspension Matrix** below).

Suspension Matrix (all suspensions will be logged in the student's file. The school reserves the right to make these available to future schools or Higher Education institutions).

| Stage 1 Suspension - 1 Day | Stage 2 Suspension - 2 Days | Stage 3 Suspension - 4 Days | Permanent Exclusion |
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| Substance misuse (dependent on the severity). See Substance Misuse Policy . Swearing at a fellow student. Gaining an unfair advantage in public examinations. Petty vandalism. | Substance misuse (dependent on the severity). See Substance Misuse Policy Asking to see (and being sent) and/or not reporting inappropriate photographs or conversations of a fellow student or member of staff. Sustained bullying/cyber | Substance misuse (dependent on the severity). See Substance Misuse Policy Taking, recording, distribution or posting inappropriate photographs or conversations of a fellow student or member of staff. Racist or any sort of | Serious actual or threatened violence against another student or a member of staff or a third party. Sexual abuse or assault. Possessing or supplying (or intent to supply) illegal drugs on or off the school premise, at any time when the school might |



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| <p>Cyber Issues, (receiving inappropriate pictures/2nd offence of unpleasant emails/texts etc).</p> <p>Serious discipline offences in Sports matches.</p> | <p>bullying.</p> <p>Serious verbal abuse to an adult or student.</p> <p>Higher level deliberate physical harm (kicking, hitting, spitting/persistently emotionally or physically hurting another student).</p> <p>Serious vandalism.</p> <p>Repeat Stage 1 incident.</p> | <p>discriminatory language used against a student or adult.</p> <p>Sexual relationship within school.</p> <p>Instigated bullying/Cyber bullying towards a victim.</p> <p>Publicising examination material for other students to see.</p> <p>Stealing from the school, a fellow student or member of staff.</p> <p>Repeated Stage 2 incident</p> <p>AFTER a 4 day exclusion students will meet with the Principal and Head of Secondary who will give a final written warning</p> | <p>be considered responsible for their actions.</p> <p>Carrying an offensive weapon.</p> <p>Consistent repetition of offences of racism/discrimination/bullying/cyber bullying where other students' lives are being made miserable and all forms of sanctions have failed.</p> <p>Repeated offence after a previous 4 day exclusion and a meeting with The Principal.</p> |
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Procedure for suspending or permanently excluding a student - Whenever a student is suspended or permanently excluded, the parents will be notified immediately, by telephone or in a meeting. The decision to suspend or permanently exclude a student, together with the broad reasons for the decision, will be confirmed to the parents in writing within two working days. The Principal will report any permanent exclusion to the Board of Directors.

Appeals - Parents may appeal any decision by the Principal to permanently exclude a student by referring the case to the Board of Governors through the school's usual complaints procedure.



Sporting, ECAs, Drama, Music, International Award Sanctions

Whilst additional aspects of our curriculum are enriching, and potentially less formal compared to academic lessons, this policy equally applies to any aspect of the holistic education we provide at SES. This includes Sport, ECAs, Performing Arts and educational visits and activities off-site and out of school hours.

In the context of School sport, we uphold high standards of sportsmanship and hold in high regard the reputation of the school displayed through our conduct. Students whose behaviour is noted by the referee or a colleague as being below the required standard will be sanctioned according to the rules of the sport. This includes:

- Fixed match ban.
- Letters of apology.
- Ban across multiple sports or activities.
- Meeting with the Head of Year.

Where a particularly serious incident occurs, the Head of PE and Head of Secondary are likely to become involved and appropriate whole school sanctions may be employed.

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I/We have read the Positive Behaviour Policy and have discussed it with _____.

Signed: _____

Date: _____

