

Whole School: Behaviour for Learning Policy

1. Our Approach

At Star International School, Al Twar, we believe that every student has the right to feel safe, respected, supported and ready to learn. Our positive behaviour approach is designed to create a calm, positive and inclusive learning environment in which students can develop confidence, responsibility and self-regulation.

Our approach is based on:

- Respect – treating ourselves, others and our environment with dignity.
- Responsibility – taking ownership of our choices and their consequences.
- Care – considering the impact of our behaviour on others.
- Confidence – making positive choices and having the confidence to correct mistakes.
- Curiosity – being ready to learn, participate and improve.

These principles reflect Star's commitment to growing curious and confident minds and to creating a culture of mutual respect, kindness, care and responsibility. For SEND students, behaviour is not always a choice. Students will be supported to make positive choices, understand the impact of their actions and repair relationships when things go wrong.

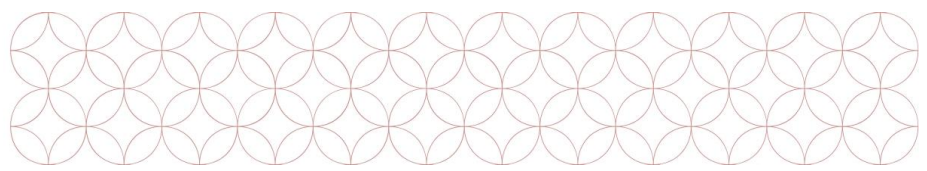
2. Our STAR Values in Action

Our STAR Values underpin how we learn, behave and work together. They describe the choices and actions we expect from every student.

All students are expected to:

Grow with Purpose:

- Take responsibility for their growth and choices.
- Be resilient and willing to learn from mistakes.
- Accept feedback and reflect on their behaviour.
- Take responsibility for their learning and actions.
- Show empathy and consider the impact of their choices.
- Think with Depth: Think carefully before they act.
- Listen, question and consider different perspectives.
- Make thoughtful choices and solve problems calmly.
- Consider the consequences of their actions.
- Challenge ideas respectfully.



Connect & Collaborate:

- Build positive relationships and help others succeed.
- Treat others with respect, kindness and dignity.
- Listen and communicate respectfully.
- Include others and work cooperatively.
- Resolve disagreements calmly and respectfully.

Act for Tomorrow:

- Make choices that have a positive impact.
- Look after people, property and the environment.
- Use technology and social media responsibly.
- Respect diversity and different perspectives.
- Make responsible choices and contribute positively to the community.

Our STAR values guide every behaviour decision: Grow, Think, Connect and Act.

3. Responding to Behaviour

Staff should use the least intrusive response that is appropriate, while maintaining high expectations.

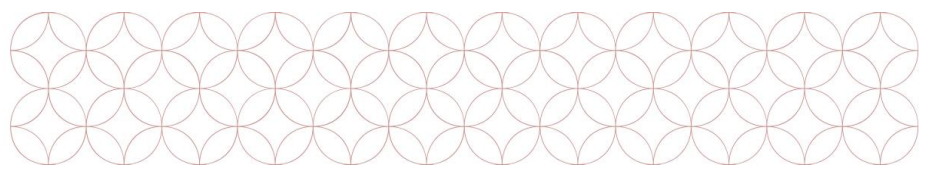
Staff should:

- Remind – calmly identify the expected behaviour.
- Warn – explain that continued behaviour will result in a consequence.
- Sanction – apply the appropriate consequence.
- Restore – where appropriate, give the student an opportunity to reflect, repair and reset.

Staff should focus on the behaviour, not the student, and maintain a calm and respectful tone. Students should not be publicly shamed or humiliated. Sanctions should be reasonable, proportionate, relevant and applied as soon as reasonably possible.

4. Restorative Practice

A sanction alone does not necessarily change behaviour. Where appropriate, students should be given an opportunity to:



- Explain what happened.
- Understand who has been affected.
- Take responsibility.
- Consider what they could do differently.
- Repair relationships or damage.
- Agree how they will move forward.
- Restorative conversations should take place once the student is calm and ready to engage.
- The purpose is not to remove the consequence, but to help the student learn from it.
- EYFS students will have a conversation with their teachers.

Please see Appendix 3 – Primary Behaviour Reflection Sheet – Year 3 to Year 6. Teachers can create a space in the classroom where children can take some time out (using a sand timer) to either reflect on actions or 'have a moment' similar to a safe space.

5. Mobile Phones and Technology

Primary

Where a student has a mobile phone in school, this will be confiscated and only returned to the parent.

Where a student uses a device (laptops, ipads, etc) inappropriately the device will be confiscated and only returned to the parent.

Secondary

Where a student uses a device (mobile phones, laptops, ipads, etc) inappropriately:

First offence: The student will receive a reminder/warning and the device will be returned where appropriate.

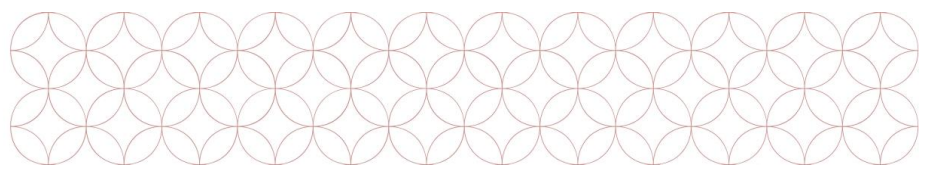
Second offence: The device will be confiscated and handed to Reception, clearly labelled with the student's name. The student may collect the device at the end of the school day.

Third offence: The device will be confiscated and may only be collected by a parent/carer. The student will also lose the privilege of bringing that device to school.

Technology-related behaviour must also be considered under safeguarding and e-safety procedures where appropriate.

Year 5/6 and Secondary Students

Smart Glasses and Recording Devices



Meta Smart Glasses and other smart glasses or wearable devices with recording, photography, audio or communication capabilities are not permitted to be worn or used on the school site. This is to protect the privacy, safeguarding and wellbeing of all members of the school community. Students must not use any device to photograph, record, livestream or otherwise capture another person without appropriate permission.

If used or worn in school, the device may be confiscated and an appropriate behaviour sanction applied. Any recording or sharing of images, video or audio without permission may be treated as a Level 3 or Level 4 behaviour, depending on the circumstances.

6. Our Aim

At Star International School, Al Twar, behaviour management is not simply about sanctions. It is about helping students become curious, confident, caring and responsible young people who understand that their choices affect themselves and others. We expect high standards, respond consistently when those standards are not met, and recognise and celebrate students who make positive choices.

Every student can make a better choice. Every member of staff has a role in helping them do so.

Appendices:

Appendix 1: Primary Behaviour Levels

Appendix 2: Primary Rewards System

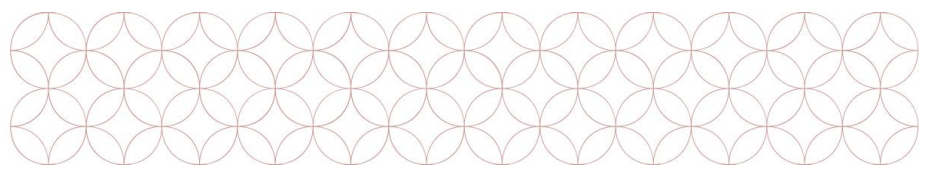
Appendix 3: Primary Reflection Sheet

Appendix 4: Secondary Behaviour Levels

Appendix 1: Primary Behaviour Levels

The approach to positive and negative behaviour in the primary school

We believe in the use of consistent recognition and restorative practice to support and develop the student to understand how their behaviour impacts their learning, achievements and wellbeing. Staff deal with behaviour consistently and calm through simple stages that encourage restorative conversations.



Students will have the choice to learn from their mistakes and be given time to reflect on their actions. Any 'time-out' imposed, e.g. missed break, becomes part of a reflective process, where students are given the chance to learn and discuss their choices and actions with staff.

Every class has a behaviour flow chart displayed in the classroom using a traffic light system. Students are made explicitly aware of what each stage means for them. If a child is not behaving appropriately, the class teacher moves through the steps on the flow chart to ensure the outcome and consequence is consistent. More serious behaviour is also logged onto iSAMS. In cases of serious misconduct, a student will be immediately removed from the classroom and referred to a senior member of staff.

Teachers are expected to inform a child's parents about both the positive and negative aspects of their behaviour. We expect parents to work in collaboration with the school, encourage their child to follow school expectations, and support and promote school values.

If behaviour is extreme, PLT will contact parents to discuss further and if necessary put in additional steps to support the student.

I am doing exactly what is expected of me.	I need to think about what I'm doing and correct my behaviour. My actions may have consequences.	I have made a poor choice there will be consequences for my actions.
All students begin on green at the start of each day, regardless of previous behaviours displayed the day before.	The child is moved to yellow after the following steps have been taken. The teacher 'look' and reminder about correct behaviour expectations – what does the teacher want to see? Verbal warning regarding displayed behaviours.	If poor behaviour continues, the child is moved to Red. If the behaviour still continues, the child can be removed and sent to the Year / Phase Leader. If there are no changes to the behaviour it may be necessary to involve PLT.

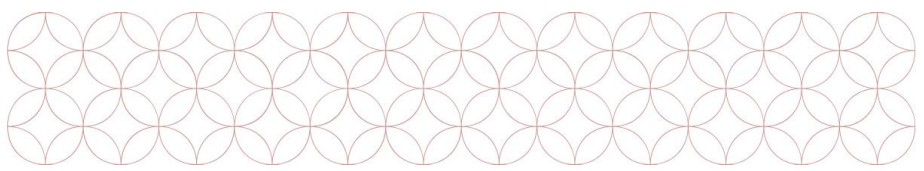
Class Dojo

We use Class Dojo to share important information and learning moments with parents. Students can earn Dojo points for various skills, for example showing persistence and good team work. On a Friday morning, the class dojo points are converted into house points. These points are given to Catherine in FS1 to collate and announce the winners.

At the end of the half term, the whole House receives a reward – eg extra play time.

Appendix 2: Primary Rewards System





Class Dojo Points

Students may be awarded House Points when they demonstrate the STAR Values in Action.

House Points are recorded on Class Dojo and contribute towards the Dojo Champion of the Week. This allows individual positive choices to contribute to the success of the student's House and encourages students to work together towards a shared goal.

Class Dojo Points may be awarded by teachers and staff across all areas of school life, including:

- Learning and academic effort
- Personal growth and resilience
- Positive relationships
- Kindness and inclusion
- Leadership and initiative
- Contribution to school life
- Responsible behaviour
- Community and environmental actions
- Demonstrating the STAR Values consistently

The emphasis should be on recognising meaningful examples of the STAR Values in action, rather than awarding points for routine compliance.

Other certificates include:

- Star of the Week – awarded in assemblies.
- Pen Licence – Y2-Y6

Year 5, 6 and Secondary School - STAR Postcards – Celebrating Outstanding Actions

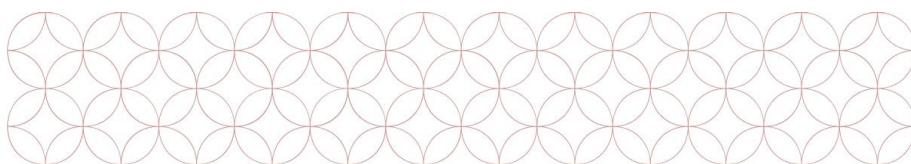
Where a student demonstrates something outstanding, exceptional or particularly meaningful, staff may award a STAR Postcard.

A STAR Postcard recognises behaviour or an achievement that goes beyond what would normally be expected and demonstrates the STAR Values in a particularly strong way.

Examples may include:

- Exceptional kindness or compassion towards another person.
- Demonstrating outstanding resilience following a significant challenge.
- Showing exceptional leadership or initiative.
- Making a significant positive contribution to the school community.

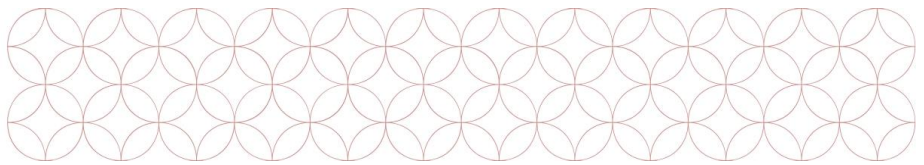




- Going above and beyond to support another student.
- Demonstrating remarkable personal growth.
- Making an outstanding choice that has a positive impact on others.

STAR Postcards should be a special form of recognition and therefore should be awarded less frequently than House Points.

 	 
ACT for Tomorrow: Make choices that have a positive impact • Look after people, property and the environment • Use technology responsibly • Respect diversity and different perspectives • Make responsible choices and contribute positively	CONNECT & Collaborate: Build positive relationships and help others succeed • Treat others with respect, kindness and dignity • Listen and communicate respectfully • Include others and work cooperatively • Resolve disagreements calmly and respectfully
Name: _____ Teacher: _____ Date: _____	Name: _____ Teacher: _____ Date: _____
 	 
GROW with Purpose: Take responsibility for your growth and choices • Be resilient and willing to learn from your mistakes • Accept feedback and reflect on your behaviour • Take responsibility for your learning and actions • Show empathy and consider the impact of your choices	THINK with Depth: Think carefully before you act • Listen, question and consider different perspectives • Make thoughtful choices and solve problems calmly • Consider the consequences of your actions • Challenge ideas respectfully
Name: _____ Teacher: _____ Date: _____	Name: _____ Teacher: _____ Date: _____



Appendix 3:

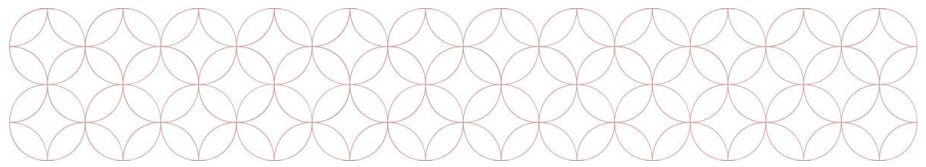
Primary Behaviour Reflection Sheet.

Stored with the teacher or PLT (depending who has requested this to be completed). Parent informed.

Name:	Class:
Date:	

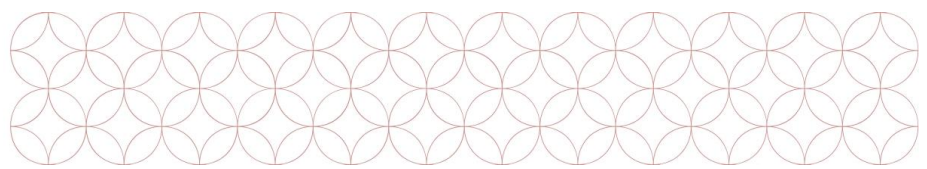
Describe what happened	
Who has been affected and why?	





What could you have done differently?	
From now on, what can you do to ensure that this does not happen again?	
Do you need any support from anyone in school?	

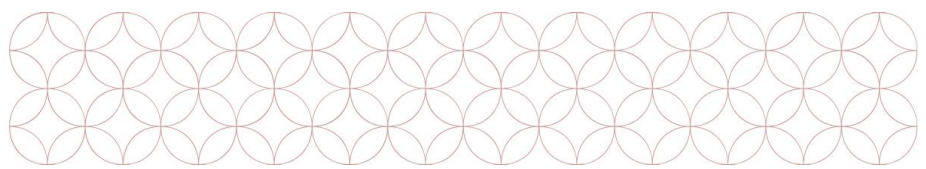
Signed by pupil	
Signed by teacher	



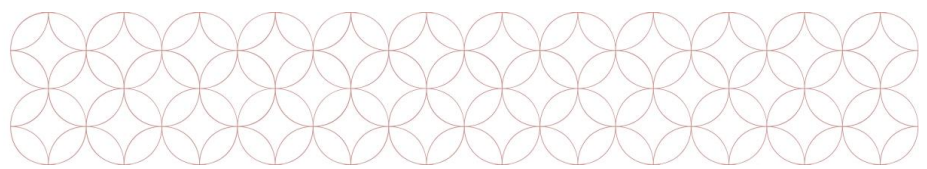
Appendix 4:

Secondary Behaviour Levels

Level	Behaviour Examples (Not exhaustive)	Possible Actions/Sanctions
1 Low Level	Examples include: Talking when expected to listen. Calling out or interrupting. Off-task behaviour. Distracting others. Poor effort or refusing to attempt work. Minor lateness. Minor uniform issues. Unkind comments. Littering. Misuse of equipment. Minor failure to follow instructions.	First occurrence: Reminder of expectation. Verbal or non-verbal correction. Positive recognition when behaviour improves. Repeated occurrence: Warning. Behaviour recorded on iSAMS. Appropriate classroom consequence, e.g. completion of missed work. If behaviour continues: Break/lunch detention with the class teacher. Parent contact where appropriate (Proforma 1 - see below). The aim at Level 1 is to correct the behaviour quickly without unnecessarily escalating the incident.
2 Moderate Level	Examples include: Persistent Level 1 behaviour. Repeated disruption after warnings. Persistent refusal to follow instructions. Defiant or disrespectful responses to staff. Deliberate misuse of school facilities or equipment. Repeated failure to complete required work. Leaving a lesson without permission. Repeated lateness.	Behaviour recorded on iSAMS. Break/lunch detention or appropriate detention. Parents contacted where appropriate (Proforma 2 - see below). Tutor and Head of Department / Subject Lead informed for repeated concerns. Restorative conversation/reflection. Behaviour monitoring or report card where required, in consultation with Head of Department / Subject Lead / Head of Key Stage
3	Examples include:	Deputy Head of Secondary



Concerning Level	Bullying or repeated unkind behaviour. Deliberately hurting another student emotionally or physically. Fighting or physical aggression. Swearing directed at another person. Serious defiance or disrespect towards staff. Cyberbullying or harmful online behaviour. Deliberate misuse of technology to harm or embarrass another person. Inciting others to misbehave. Serious misuse of school property or equipment. Possession of inappropriate or prohibited items. Truancy or leaving the school site without permission. Dangerous behaviour within a task or activity. Serious academic dishonesty. Discriminatory, racist, sexist or other prejudicial behaviour. Behaviour that compromises the safety or wellbeing of another person.	Parent contact (phone call where possible). Detention with the Head of Key Stage. Restorative meeting. Report card/behaviour monitoring. Possible parental meeting. Internal suspension/exclusion where appropriate. Additional pastoral or counselling support. Record incident on iSAMS.
4 Serious or repeat offences	Examples include: Serious physical violence or deliberate serious injury. Serious threats towards students or adults. Serious verbal abuse towards a member of staff. Possession of a weapon or dangerous item. Possession, use or distribution of illegal drugs or other harmful substances. Serious theft. Serious vandalism. Serious sexual misconduct, harassment or assault. Serious discriminatory or racist behaviour. Serious bullying or cyberbullying.	Deputy Head of Secondary and Head of Secondary Immediate removal from the situation. Record incident on iSAMS. Parents meeting. Possible Internal suspension / External suspension. Behaviour contract. Safeguarding intervention.



	Sharing or distributing inappropriate images. Behaviour that places members of the school community at significant risk. Serious or repeated Level 3 behaviour.	
5 Very Serious Offences or repetition of Level 4	Examples include: Serious and intentional violence causing significant injury. Use or possession of a weapon with intent to harm. Serious sexual assault or abuse. Possession, supply or distribution of illegal drugs or other harmful substances. Serious threats to life or serious threats of violence. Deliberate behaviour resulting in significant risk to the safety of others. Serious criminal behaviour connected to the school. Extreme or sustained bullying, harassment or discrimination that causes significant harm. Serious distribution of inappropriate or harmful images or content. Any behaviour that represents an exceptionally serious breach of school expectations. Repeated Level 4 behaviour where previous interventions and sanctions have failed.	Immediate referral to SLT / Principal. Immediate removal from the school environment. Immediate parent contact. Formal investigation. External suspension. Safeguarding referral and/or involvement of relevant external authorities where required. Permanent exclusion may be considered. Record incident on MyConcern. Level 5 behaviour will be considered individually, taking into account the circumstances, severity, intent, impact, student needs and any relevant previous behaviour. Level 5 is the highest level of behaviour concern within the school's positive behaviour framework.