CAPITAL SCHOOL BAHRAIN

Secondary School Behaviour Policy

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Contents

Introduction 5
Rationale 5
Aims 5
Expectations Of Adults 6
A Positive Approach 6
Ready, Respectful, Safe 6
READY 7
RESPECTFUL 7
SAFE 7
Re-enforcing Routines 7
Relentless Routines 7
Seating Plan 8
Knowing Your Pupils 8
First Attention for Best Conduct 8
Praise in Public, Rebuke in Private (PIP – RIP) 8
Meet & Greet 9
End & Send 9
3, 2, 1, ...Focus 9
“Do Now” 9
Rewards and Sanctions Overview 10
Maintaining High Expectations 9
Rewards & Expectations Card (Out of class behaviour) 9
Sanctions 10
Recording, Monitoring and Evaluating Behaviour in the Classroom 10
Reflection Room 10
Demerit Levels 10
Demerit Totals and Consequences 11
‘Remedies’ 16
Pupil Discipline Committee (SDC) 17
Suspension Policy 17
Contact with Law Enforcement Agencies 18
Roles 18
Detentions: 19
Investigations of incidents 20
Rewards 20
Appendix 2 – Reintegration meeting write-up 22
Appendix 4 – Disapprove, Move, Remove steps 23

Appendix 5 24
Appendix 6 – Learning Behaviours 25
Appendix 8 – Individual Support Plan (Example) 27
Appendix 9 - Promise letter 28
Appendix 10 – warning letter 29
Appendix 11 – Home School Agreement 30
Appendix 13 – Recording Behaviour incidents on iSAMS 32
Appendix 14 – iSAMS Behaviour Categories 33
Appendix 15 – Reflection Room Follow Up 34
Appendix 16– MoE- Circular No. 11 34

Durrington scripts

Capital Way

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour at Capital School and is in line with Ministry guidance.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Capital School. It is a working document designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community.

Aims

The aim of Capital School is for every member of the school community to feel valued and respected, and for all people to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Capital School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

Expectations Of Adults

At Capital School we will:

- As adults, always treat each other with respect, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the golden rules and that each class has its own agreed classroom rules/promises.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential. The core beliefs of Capital School are that:

- Behaviour can change and that every child can be successful.
- Praise and a system of rewards are more likely to change behaviour than blame and punishment. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Children are asked to stop and think about their behaviour and the choices they are making. Where possible, we encourage children to try to resolve disagreements themselves and take responsibility for their own behaviour.

Ready, Respectful, Safe

While promoting positive relationships and behaviour can be a varied and complex task we can create a nurturing, supportive and successful learning environment by focusing on three key words when interacting with young people at Capital School:

- READY
- RESPECTFUL
- SAFE

Rather than focusing on a wide range of rules and expectations, teachers at Capital School should focus on referring to these three keywords for CALM & CONSISTENT engagement with our young people.
When discussing learning and behaviour with pupils these 'key words' should be consistently referenced to create a positive climate and ethos for staff and pupils. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

READY

- Wear correct school uniform
- Arrive at lessons on time and wait to be greeted by your teacher
- Have correct equipment and kit for each class
- Place phones in the provided storage at Reception upon arrival at school
- Put any food or drinks away before the start of the lesson
- Sit according to the seating plan you have been given

RESPECTFUL

- Listen carefully to the teacher, visitor or classmate who is talking
- Take care of the equipment, resources and facilities at Capital School
- Speak respectfully to others in school avoiding aggressive, foul or abusive language
- Respect the rights of all young people to access successful learning opportunities

SAFE

- Keep your hands and feet to yourself
- Follow the instructions of school staff in relation to safety in school
- Act as a positive role model in the school corridors and classrooms
- Inform school staff of concerns you have for your own or others wellbeing



Re-enforcing Routines

Relentless Routines

Well-rehearsed and organised routines will allow young people at Capital School to engage in learning as quickly and efficiently as possible promoting a calm and purposeful environment in all classrooms.

Teaching and learning staff at Capital School should:

- Establish a routine for the distribution of resources and learning materials.

- Have materials and equipment in place on desks or easily accessible to pupils at the start of the lesson.
- Establish a routine for the start using the 'Do Now' expectation of learning. See Appendix 1 and the Capital School T&L Playbook for examples

Establish a routine for packing up – how much time, in or out of seat, calmly and safely exiting the classroom. (End and send)

Seating Plan

Teachers at Capital School are in control of their own learning and teaching environment and should create an appropriate seating plan to maximise opportunities for learning for the young people in their class.

- Teaching staff can adjust this as they wish to improve the learning of their class.
- Consideration should be given to the social and emotional needs of a range of pupils when adjusting seating plans.
- The necessity for paired or group working may allow teachers to adjust the seating plan further if required.

Knowing Your Pupils

Linked to the seating plan is the need for teachers to know their pupils as individual learners. This is vital in developing positive relationships but is also very important to the planning and delivery of relevant and engaging learning experiences.

Teachers at Capital School should:

- Endeavour to learn the names of their pupils as soon as possible.
- Seek opportunities to gain insight and knowledge into the lives, values and interests of their pupils.
- Gain knowledge of pupils' reading ages, CAT test results and Progress test for English and Maths scores or any other relevant information relating to learning, social or emotional needs.
- Use this knowledge to prepare, plan, adapt and differentiate the learning activities and resources for pupils.

First Attention for Best Conduct

The majority of young people at Capital School are ready, respectful and safe in school. To promote positive relationships and behaviour we should focus on the excellent conduct of the majority of the young people with genuine praise.

'Deliberate botheredness' – Teaching and learning staff should actively seek opportunities to positively praise young people for exhibiting positive conduct and values in school.

Praise in Public, Rebuke in Private (PIP – RIP)

To continue to develop a positive relationship around behaviour we should aim to praise young people appropriately in public while seeking to challenge those who are not behaving appropriately in private. Young people do not respond well to being challenged about their behaviour in front of a group in the corridors or in front of a whole class.

To rebuke privately teachers should consider:

- Asking the pupils to remain behind for a short conversation at the end of the lesson.
- Approaching the pupil calmly at their level during the class when the majority of pupils are engaged in the task.
- Making a note of the inappropriate behaviour and arranging to talk to the young person at an appropriate time or on the next meeting.
- Pass information to the relevant guidance teacher to arrange a possible opportunity for a calm, restorative conversation.

Meet & Greet

To establish a positive rapport with pupils each day it is vital that all teaching staff actively engage with their learners by welcoming them genuinely at the classroom door. This should happen every lesson and should signal a 'fresh start' for pupils.

- 'Meet & Greet' allows for minor issues around routines to be addressed but should not be an opportunity to significantly challenge or reference previous behaviours.
- Pupils should not be made to wait outside for long periods of time to be challenged around routines before the lesson.

End & Send

At the end of each lesson, it is essential for all teaching staff to establish a clear routine for packing up equipment and resources. This should happen every lesson to ensure that pupils exit the working area calmly and safely.

3, 2, 1, ….Focus

When you want the pupils to stop working, put their pens down and focus on you, use the phrase "3....2.....1....Focus". Start with a louder voice and as you move through the routine, quieten your voice down as you go.

This will only work if you insist on silence – wait if necessary to get this from ALL pupils.

"Do Now"

There should be a 'Do Now...' Starter slide on the board. This marks the transition from coming into the classroom to learning starting. It draws upon Rosenshine's principles of instruction and this slide should engage the pupil in taught prior knowledge and have a high level of success

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on reward and praise, which should be given whenever possible for both work and behaviour. Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. We use the **'Disapprove**, **Move**, **Remove'** words in our staged sanctions system. The definitions and how to apply these consistently can be found in appendix 4

Sanctions

Despite positive responses as a means of encouraging good behaviour at Capital School, it may be necessary to employ a number of sanctions to ensure a safe and positive learning environment. Consistency is vital and should be appropriate to each individual situation. When dealing with all forms of inappropriate behaviour, teachers should follow these principles:

- **Be calm** – children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.
- **Logical consequences** – A logical consequence is a sanction that should fit the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.
- **Fresh Star**t – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Recording, Monitoring and Evaluating Behaviour in the Classroom

- Summary Text about recording sanctions / rewards on iSAMS – Refer to Appendix 12 for the process about HOW to log a behaviour incident on iSAMS

Reflection Room

If a pupil is removed from class following the 'Disapprove, Move, Remove' model, then they should be sent to the Reflection room. This room serves as two purposes.

- Firstly, it is a silent space for pupils who reached the 'remove' stage of the sanction system to work for the remainder of the lesson. Pupils need to 'reflect' on their poor behaviour choices and given the reflection sheet to fill in. Pupils also need to be sent with their work to complete from the lesson.
- Secondary, it is a space that pupils that have been placed on internal isolation for a period of time to work.

Demerit Levels

The point/demerit system is designed to strengthen the values of our community as well as respect and reverence for one another. When a pupil's behaviour contradicts the core values of Capital School, the pupil will receive demerits. The categories of negatives are based around our three consistent pillar stones of **Ready**, **Respectful** and **Safe**.

Demerit Totals and Consequences

Number of demerits	Person(s) Overseeing	Consequence/Sanction
5	Form Tutor	The Form Tutor receives a message from iSAMS alerting them to the fact that a tutee has received 5 merits. Tutor to review what the negative points have been awarded for and have a conversation with the tutee.
10	Form Tutor	The Form Tutor receives a message from iSAMS alerting them to the fact that a tutee has received 10 merits. 1. Tutor to review what the negative points have been awarded for and have a conversation with the tutee. 2. Tutor to send '10 Demerit' template home adding the necessary details 3. Tutor to add a 'tutor report' log on iSAMS
20	School Counsellor	The Progress Leader(s) (and Form Tutor for information only) receives a message from iSAMS alerting them to the fact that a pupil has received 20 merits. If it is deemed that it is a subejct issue that the PL will ask the Head of Dept to action this step. 1. PL to review what the negative points have been awarded for and have a conversation with the pupil. 2. to send '20 Demerit' template home adding the necessary details and possibly a parent meeting 3. Warning Letter 1 issued 4. Head of Year to add a 'HoY report' log on iSAMS
30	Progress Leader (PL) / Head of Subject	The AP for Behaviour and Culture(s) receives a message from iSAMS alerting them to the fact that a pupil has received 30 merits. 1. The AP to review what the negative points have been awarded for and have a conversation with the pupil. 2. The AP to send '30 Demerit' template home adding the necessary details and organising a parent meeting 3. The AP to add a 'AP report' log on iSAMS 4. Warning Letter 2 issued 5. A behaviour contract is issued to the pupil
40	Head of Secondary	The HoS receives a message from iSAMS alerting them to the fact that a pupil has received 40 merits. They need to liaise with the PL in regards the specific issues regarding the pupil 1. The HoS to review what the negative points have been awarded for and have a conversation with the pupil. 2. The HoS to send '40 Demerit' template home adding the necessary details and organising a parent meeting 3. The HoS to add a 'HoS report' log on iSAMS 4. A behaviour contract is issued to the pupil 5. Pupil will be issued with a written final warning 6. SDC organised and minutes recorded on iSAMS
50+	Principal	The Principal receives a message from iSAMS alerting them to the fact that a pupil has received 50 merits. They need to liaise with the Head of Secondary in regards the specific issues regarding the pupil 1. The Principal to review what the negative points have been awarded for and have a conversation with the pupil. 2. The Principal to send '50 Demerit' template home adding the necessary details and organising a parent meeting 3. Pupil will be issued with a written final warning 4. SDC organised and minutes recorded on iSAMS

To come off a report the pupil needs to have 5 full days of 1 or 2s.

The incidents below are examples of behaviour violations

The categories and associated demerits are shown below. This is a table taken from the Ministry of education will be deducted from the pupil's behaviour policy for schools. Each behaviour equates to a '-1 incident'

Level 1: Low Level Misdemeanours		
WITHIN THE CLASSROOM	**OUTSIDE THE CLASSROOM**	**AVAILABLE SANCTIONS**
• Uniform infringements* *(described in the next column)*; • Not having the correct equipment in class; • Off-task in lessons; • Talking whilst the teacher is speaking to the class; • Electronic devices visible or audible except when in acceptable use; • Failure to complete work to an appropriate standard; • Not paying attention; • Talking persistently; • Not completing sufficient work in class; • Horseplay; • Throwing items across the class; • Arriving late to class without excuse; • Shouting/calling out and interrupting teaching and learning; • Not completing homework; • Chewing gum • Petty name calling; • Accessing prohibited or restricted areas (staff room, juice bar, cleaners' storage, use of lift etc)	• Running in the corridor; • Petty name calling; • Pushing into tuck-shop queue; • Lateness to School; • Littering; • Inappropriate movement around the School • Chewing gum Uniform infringements* eg: • *Wearing incorrect type of jewellery or excessive makeup* • *Tie not worn properly* • *Boys' trousers too low* • *Girls skirt too short* • *Incorrect socks/no socks* • *Inappropriate hairstyle or colour* • *Incorrect hoodie* • *No shirt under the hoodie* • *Wearing drama or PE Kit on non-Drama or PE days*	• Verbal reprimand • Remind the pupil of expectations • Move the pupil • Make a record in iSams • Email/inform Tutor • Removal of free time eg part of lunchtime, breaktime • Confiscation of electronic device

It is expected that the misdemeanours described above will be dealt with by the member of staff that encounters it

Level 2

Repeated Level 1 Misdemeanours	**Repeated Level 1 Misdemeanours**	**Referral to Subject Leader/ Head of Faculty /Form Tutor/Head of Year**
WITHIN THE CLASSROOM / SCHOOL	**OUTSIDE THE CLASSROOM / SCHOOL**	**AVAILABLE SANCTIONS**
• More serious name calling; • Teasing of others; • Copying homework; • Being rude or disrespectful; • Dishonesty; • Damage to textbooks or other pupils' work; • Issues highlighted whilst on a monitoring report card; • Failure to fully complete a monitoring report card; • Congregating or socialising in a bathroom; • Failure to cooperate with a disciplinary investigation	• More serious name calling; • Teasing of others; • Misbehaving when representing the School on field trips or events; • Disagreement with physical contact eg pushing/holding/ grabbing; • Throwing items at another pupil	• *Litter duty • Verbal reprimand • Removal of free time • Lunchtime detention • After-school detention • Parents may be contacted • Pupil placed on Report card
Action taken by the teacher encountering the behaviour, Form Tutor, Progress Leader, Subject Leader or Head of Department/Faculty		
All parental contact must be recorded on iSAMS – phone calls, emails and meetings with parents.		

Level 3

Repeated Level 2 Misdemeanours could be classed as Level 3

INSIDE or OUTSIDE SCHOOL

- Graffiti on school property;
- Damaging school property or school buses and any damage on school visits;
- Deliberately damaging the work of other pupils;
- Use of inappropriate language;
- Failure to attend a detention;
- Making a derogatory comment about member of the School community;
- Leaving the School or a lesson without permission;
- Misbehaviour which affects the safety of others or self;
- Inappropriate use of school computers;
- Uploading images of school and/or pupils into the public domain;
- Disobedience, defiance, disrespect – lying to a staff member;
- Academic dishonesty;
- Behaviour involving serious name calling/excluding of others;
- Deliberate damage to textbooks or other pupils' work;
- Persistent misbehaviour which disrupts the learning of others
- Truancy from school/lessons**

Some Level 3 Misdemeanours could be judged as Level 4 depending upon their severity

All parental contact must be recorded – phone calls, emails and meetings with parents.

Level 4

Repeated Level 3 Misdemeanours could be classed as Level 4

INSIDE or OUTSIDE SCHOOL

- Verbal or physical intimidation of another pupil;
- Persistent disruptive behaviour;
- Deliberate misbehaviour which leads to harm to others or self;
- Stealing;
- Bringing into school prohibited items;
- Cheating in examinations;
- Using electronic items inappropriately eg taking video/photographs of school which may or have the potential to bring the School into disrepute;
- Taking inappropriate images of pupils;
- Bullying;
- Fighting;
- Verbal or physical intimidation amounting to bullying;
- Behaving in a way that is likely to cause injury to others;
- Making offensive/insulting comments about another pupil or member of the School community;
- Arguing with members of staff;
- Graffiti (eg walls, toilets);
- Acting in a manner that could bring the School into disrepute;
- Smoking/vaping (including possession of tobacco or related items such as pipes, cigarettes or vapes)*.

Some Level 4 Misdemeanours could be Level 5 depending upon their severity

All parental contact must be recorded – phone calls, emails and meetings with parents.

Level 5: MOST SERIOUS

Repeated Level 4 misdemeanours could be classed as Level 5

INSIDE or OUTSIDE SCHOOL

- Verbal abuse of a teacher or another pupil;
- Physical abuse of a member of staff or another pupil;
- Racist language – either written or verbal;
- Racist behaviour;
- Sexually explicit/aggressive language including sexual harassment;
- Physical violence;
- Inappropriately touching of, or physical contact with another pupil. This includes sexual assault;
- Posting of video/images on the internet which brings the School into disrepute;
- Possession of a weapon or items that could cause harm;
- Behaviour which poses a threat to other pupils;
- Setting off fire alarm deliberately;
- Serious or repeated physical intimidation, actual assault/ fighting (where contact is made);
- Theft.

All parental contact must be recorded – phone calls, emails and meetings with parents.

Level 6: May lead directly to Expulsion

INSIDE or OUTSIDE SCHOOL

- Possession of alcohol, offensive weapons, pornography, drugs;
- Use or distribution of alcohol, offensive weapons, pornography or drugs;
- Theft;
- Repeated incidents of vandalism, bullying, assault/fighting;
- Acting in a manner that brings the school into disrepute.

Head of Secondary refers to the Principal

These behaviours above have been simplified for the purposes of recording on the system and are summarised in Appendix 14

'Remedies'

We will be using these suggested 'Remedies' based upon Ministry Guidelines.

Suggested **Tier 1** Remedies / Outcomes associated to the particular behaviours shown above

A) Guidance and counselling of the pupil by specialists at the school. These could include Counsellors, Progress Leaders

B) Verbal warning
C) Written warning
D) Meeting with the Guardian and notify them of the pupil's behaviour.
E) Assign the pupil to additional work of a restorative nature with the aim of supporting the pupil in correcting their behaviour.
F) Temporary suspension to participate in some pupil activities, events, or school trips for a period determined by the school administration.

Suggested **Tier 2** Remedies / Outcomes associated to the particular behaviours shown above

A) Calling the Guardian and notify them of the pupil's behavior, and take a written pledge from the pupil and the person in charge not to repeat it
B) Assign the pupil to additional work of a restorative nature with the aim of supporting the pupil in correcting their behaviour.
C) Temporary suspension of participation in some pupil activities, events, or school trips, for a period determined by the decision of the Pupil Discipline Committee.
D) Deprivation from school, with permission to take exams, for a period ranging from:
1. One school day to one school week.
2. From ten days to one semester.
3. From one semester to a full academic year.

E) Referring the pupil to the *Pupil Services Department* to examine the case and recommend what it deems appropriate.

Suggested **Tier 3** Remedies / Outcomes associated to the particular behaviours shown above

A) Calling the Guardian and notifying them of the pupil's behavior, and take a written pledge from the pupil and the person in charge not to repeat it.
B) Assign the pupil to additional work of a restorative nature with the aim of supporting the pupil in correcting their behaviour.
C) Prohibition from using the school bus for a period determined by the decision of the Pupil Discipline Committee according to the seriousness of the violation, provided that it does not exceed one term.
D) Deprivation of the use of free school transportation for a period of one month to a full academic year, depending on the severity of the violation.
E) Deprivation of school attendance from ten days to a full academic year, depending on the severity or frequency of the violation, with permission to take exams.
F) Final dismissal from formal education for those who have passed the compulsory stage.

Pupil Discipline Committee (SDC)

The Principal of the School shall, at the beginning of an academic year, form a committee called (the Pupil Discipline Committee) headed by them or their representative, and with the membership of four members from the educational and administrative bodies, in order to investigate behavioral violations by the second and third categories, and submit their recommendations to the competent educational administration.
Member of the SDC: Principal, Vice Principal, AP Behaviour, Head of Operations

Suspension Policy

Pupils serving a suspension may take no part in the academic or extra-curricular life of Capital School. This includes but is not limited to all dances, sporting events, clubs, musicals and drama events, concerts. Pupils missing any tests, quizzes or lab assignments as a result of being suspended from school will receive a failing grade for the assignments and will not have the opportunity to make them up. The Key Stage Lead and

Principal are responsible for arranging the timing of suspensions which are to be served within 5 class days of the latest infraction.

Contact with Law Enforcement Agencies

Where misconduct by a pupil constitutes a criminal offense, and (1) occurs on or near campus; or (2) at or near any off campus function, contest, event or activity in which Capital School participates or sanctions; or (3) involves the use of the schools equipment or facilities, including its computer network, Capital School has the right to contact the appropriate law enforcement agency. Capital School, of course, will cooperate in any investigation by a law enforcement agency

Roles

Level	Available Sanction(s)	Record
Form Teacher	• Reprimand • Move the pupil away from others • Concern logged in iSams • Breaktime detention with tutor • Removal of free time • Confiscation of prohibited item • Communicate with parents • Refer to Head of Year • Recommend placing on report (BLUE) (behaviour/homework/attitude/effort etc) – refer to Head of Year	• Make a record in iSams • Detention letter or email home (and placed in pupil file) • Report card logged in pupils' pastoral file. • DT Letter
Subject/Class Teacher	• Reprimand • Move the pupil away from others • Confiscation of prohibited item • Make a record in iSams • Detention (break time, lunchtime or after-school) • Parental contact • Refer to Subject Leader/Head of Faculty	• Make a record in iSams • Detention letter or template or email home (and placed in pupil file) • Email parents and copy in tutor/HoY if appropriate
Subject Leader/ Head of Faculty	• Reprimand • Make a record in iSams • Detention (after-school the next day) • Parental contact • Referral to Head of Year/SLT	• Make a record in iSams • Detention letter home or email – copy placed in pupil on iSAMS • Email parents and copy in class teacher, tutor and/or HoY if appropriate • Record of parental contact on iSAMS

Head of Year	• Reprimand • Make a record in iSams • Detention (after-school the next day) • Parental contact • Place pupil on report card • Place pupil on contract • Referral to SLT • Removal of trip or event privileges	• Make a record in iSams • Detention letter home – copy placed in pupil file • Email tutor and/or SLT if appropriate • Record of parental contact (phone call or meeting) – copy placed in pupil file • Report card logged in pupils pastoral file
Senior Leadership Team (SLT)	Expression of disapproval - parental contact – any Tier 3 sanction except suspension and expulsion.	Pastoral Record File
Head of School	Discretionary – any one of the Tier 3 sanctions except expulsion. Online learning for up to 3 days may be imposed.	Pastoral Record File
Principal	Online learning until the end of the academic year, after which the pupil may be asked to leave the school. Discretionary – any one the Tier 3 sanctions may be imposed	Pastoral Record File

Detentions:

School Detentions will take place every day after school and will be run by middle leaders in rotation.

SLT detentions will take place on Thursdays ONLY after school and will be run by members of the SLT on rotation.

Any misbehaviour within the detention will mean that the pupil resits the detention.

Detentions can be used as a sanction. Detentions can be held within the school day or outside of the school day. Where a detention is outside school hours, parents must be given 24 hours notice.

The times outside school hours that detentions can be given include:

- At the end of the day on any school day where a pupil does not have permission to be absent
- Non-teaching days – teachers' in-service training days – unless the day precedes or follows a school holiday.

Notes

- With a detention at lunchtime, sufficient time must be allowed for the pupil to eat, drink and use the bathroom
- With a detention at breaktime, sufficient time must be allowed for the pupil to use the bathroom
- The latest time for an after-school detention to finish is 16:00
- The length of a detention during training days is to be communicated clearly to the pupil and the parents. The length may vary depending on the breach of discipline, but could be up to a maximum of 3 hours. Meaningful work must be undertaken by the pupil during this period. The pupil must be supervised by a member of staff

- For all out of school detentions, parents must be clear about the time their son/daughter should be collected
- Should a detention be set at outside of school hours and conflict with a fixture/event in which the pupil is representing the School, the pupil (or parent or member of staff running organising the fixture/event) can request that the detention be served on another day, but of the same duration and the same time of day.

Investigations of incidents

Each incident that warrants a '-3 behaviour' will be investigated thoroughly by the Head of Year. Statements will be taken from the members of the community that are involved, either as a witness or the victim / perpetrator. Where possible, CCTV is watched, and a written summary / serious incident pack is compiled by the counsellor to present to the Head of Key Stage / Year for their involvement. For 'serious' issues that may involve a period of time in the reflection room / exclusion from the school, the Assistant Principal, Pastoral needs to be informed in order to ratify the final decision.

Rewards

All members of staff will always recognise and celebrate appropriate behaviour around the school through informal praise and recognising positive behaviours by signing the pupil expectations cards. Pupils start the day with 8 merit points, which recognise the fact the pupils are expected to attend every lesson and 'do the right thing'. This system aims to prevent the merit being issued to the 'top' and 'naughty' pupils and includes the 'invisible middle pupils that so often go unrecognised in their schooling. An escalating recognition system is in place to reward the pupils for their efforts in school. On top of these 8 points a day, pupils can go 'over and above' and be recognised for; excellent homework, good answers, good work….

We celebrate pupils' academic success on a regular basis by monitoring their online learning in SAM Learning along with weekly subject certificates and postcards sent home.

As and when pupils move through specific positive behaviour category points, they also receive certificates to acknowledge their achievements which are recognised in assembly.

Rewards may involve:

- Positive conversations
- Postcards sent home
- Certificates for learning (SAM Learning, Maths Maverns, Pupil of the week)
- Recognition
- Hot Chocolate with SLT
- Access to Reward trip
- Bonus points for attendance

Appendices

Appendix 2 – Reintegration meeting write-up

This template is found on iSAMS communication module called “Reintegration Meeting Minute”

Thank you so much for coming into school on (Date) for (Pupil name) re-integration meeting.
You met with (staff name) to discuss (pupil name) recent sanction:

- (List sanction here)

This sanction was issued due to (list reason for the sanction here) example - " persistently targeting a pupil" and " behaving in an intimidatory manner towards another pupil". Please find below the issues that were discussed with yourself and the agreed actions.

1. **Background:** (Give background of pupil)

- **Concerns in school**: (List the concerning behaviours observed in school) - Examples below
- (Name) has been engaging in behaviors that have negatively impacted another pupil. These behaviors have caused distress to the pupil.
- (Name) has been involved in verbally aggressive behavior towards staff, when confronted about his behavior.
- (Name)is arriving late to Tutor time and some of his lessons
- (Name) has been found in the male toilets with large groups of other boys.

Concerns at home: (Parent feedback)

-

2. **Immediate actions/interventions: (**List agreed actions)

- (Name) will be on a behaviour report to (name of staff member) every day, starting from (Date)

The targets set will focus on our three school core values:

- **Ready** - (Name of pupil) will … (example - arrive to school and lessons on time)
- **Respectful** - (Name of pupil) will …(example - speak politely and kindly to others)
- **Safe** - (Name of pupil) will… (example - arrive to school on time and all lessons)

- (Name) will not (EXAMPLE - speak to the pupil that he has upset or interact with him in anyway).
- We (Staff name/names) will… (list interventions being put into place to support the child - EXAMPLE - write an "Individual Education plan" (IEP) The aim of this plan is to provide him support and interventions to help him manage his ADHD and his emotions in a more productive and positive manner.
- (Staff name) will communicate, via email, with (pupil name) teachers about (interventions put into place)

(Staff name) will work closely with (Pupil name) to offer them strategies to help manage their behavior when they feel "heightened".

- (Parent name) will speak with (Pupil name) about the interventions that Capital school are putting into place to support them
- (Pupil name) is now on their (List the warning number they are on) from Capital School

We thank you for your continued support of the school.
Please do not hesitate to contact (Name of staff) if you have any concerns regarding (Pupils name)
Warm regards

Appendix 4 – Disapprove, Move, Remove steps

Disapprove

- Narrated to a pupil that appears "off task" not completing "Do Now" task, turning around in the classroom, engaged in a conversation with another pupil.
- ***"Firas your current behaviour is demonstrating you are not READY to learn, you need to : turn around, start Do Now task, stop talking to another pupil"***
- Offer Praise as soon as they respond to your instruction.

Move

- A pupil has been warned previously (DISAPPROVE) about their behaviour and is now repeating it or has not altered the concerning behaviour (which is impacting upon your teaching) they will now be told to "MOVE" to another seat in your classroom.
- ***"Firas you are continuing to behave in a manner that is disrupting others' learning and my teaching which is not acceptable. You will now move to (narrate where you want them to now sit in your classroom)"***
- Offer praise as soon as the pupil is following your instruction ("Thank you for doing that straight away")

Remove

- Only be used if the pupil's behaviour is highly disruptive, highly disrespectful or dangerous
- If a pupil needs to be removed from your classroom then you will direct them to leave your classroom and stand outside the classroom door.
- You will email oncall@capitalschoolbahrain.com "On Call needed to classroom …"
- Carry on teaching your lesson and do not enter into any further discussion with this pupil. If their behaviour is dangerous, please add to the email "On Call needed – URGENT to classroom..."
- A senior member of staff will come to your classroom and speak with you outside of the room regards your concerns. The pupil will be removed from your classroom and taken to "Reflection Room" – Top of the Maths corridor – next door to the Prayer room
- INCIDENT FORM COMPLETED (Link) – send the pupils with work

Follow-Up

It is crucial that if a pupil is "REMOVED" from your classroom that you contact the parent via phone or email on the SAME DAY.

- Do not use emotive or inflammatory language with the parent eg… "I am outraged with your child's disgusting and rude behaviour in my lesson…"
- Be explicit about the reasons why their behaviour didn't adhere to our Behaviour Code of Conduct -
- Request their support in speaking with their child about their behaviour in your lesson
- BEFORE you teach that pupil again, have a "Restorative" conversation to reaffirm your expectations of their behaviour in your classroom, our school.
- If you would like support with any communication home or with the restorative conversation, seek support initially from: HOD /Heads of Year or myself if others are unavailable.

Appendix 5

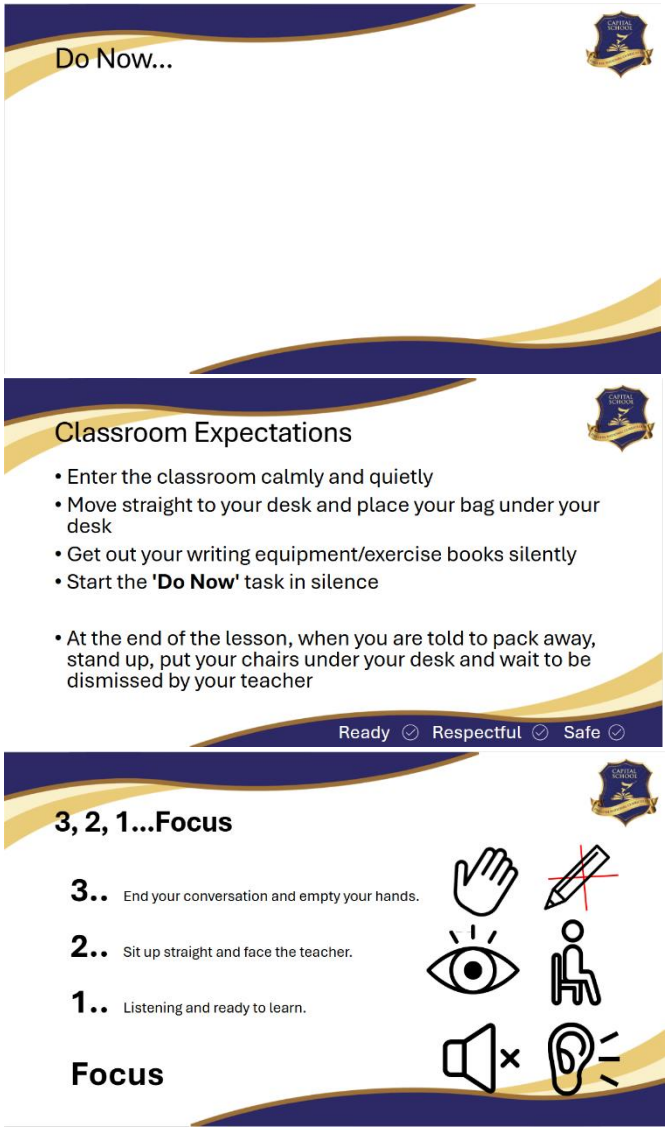
Committing any of the violations related to the use of computers and the use of information technology for the Ministry and schools:

- Failure to follow instructions for using computers, information technology, and the information network.
- Using a computer system or information network in unauthorized areas.
- Copying or distributing school programs or data.
- Entering the computer system using someone else's password.
- Disclosing the password for the computer system.
- Using programs, tools or devices prepared or designed to penetrate information networks or information technology means, or selling such programs, tools or devices, or distributing, displaying, or facilitating obtaining them, such as decryption programs, stealing passwords, or others.
- Using, selling, distributing, displaying or making available programs, tools or devices that would stop or disable information networks or information and communication technology
- means from working.
- Changing, modifying, damaging or destroying the programs, data or electronic information used or stored in those means. – Publishing any information on the Ministry's information network that affects others, public order, or morals.
- Total or partial destruction of information and communication technology devices, or their theft or seizure.
- Downloading any program or electronic games onto devices, without permission from the school.
- Destroying anti-virus programs or any other programs installed on devices to protect them, or stopping or disabling these programs.

Leaking or publishing data or personal information of others, or exchanging it with other parties.

Appendix 6 – Learning Behaviours

A Link to the template slides can be found here... Expectations.pptx



Appendix 7 – Expectations card

Appendix 8 – Individual Support Plan (Example)

Individual Support Plan – Confidential

Name:	**Tutor group/ class:**	**Priority Targets: (examples below)**	**Hooks and strengths (Pupil voice)**
Key Support staff:		- Reducing poor behavioural events -Avoid future conflict, intimidation or social tension - Safeguarding against use of physical force -Safeguarding against use of vape - teaching (pupil's name) strategies to manage their emotions in a safe and positive manner	• • •
Set-up date: **Review Date:**			

Assessed Difficulties:	**Planning for Change (Environmental factors):**
• X was unable to manage her emotions appropriately and safely. This resulted in her using significant force towards another pupil (Pulling of hair, pushing them to the ground) • X brought a vape to school • X failed to follow the school rules regards bringing in a vape and failed to inform any staff member that she was carrying one • X often caught in the middle of social situations/scenarios between different pupils and year groups, especially between males and females. • X potentially more at risk between lessons/during social times/before and after school	• Staff aware that X must be escorted to the toilet/nurse by on-call • Staff to use a CALM, LOW, AND SLOW voice to prevent escalating tension • Staff to use clear and calm instructions 'let's breathe together', 'let's walk to the counsellor's office together' • Staff to validate feelings without reinforcing the negative behaviour 'I can see you're upset, I'm here to help' • Offer choice to allow X to regain control 'would you like a 5-minute break in a quiet space or a walk outside' • Non-verbal strategies: use neutral body language (non-threatening posture and no sudden movements) and give X physical space. • If conflict results or aggression escalates, staff are to remove other pupils from the situation and call other staff for support. • Staff to implement positive handling strategies only where necessary and appropriate, in line with the school Use of Reasonable Force policy (no such policy yet exists/no staff CPD) • Staff to remind/direct X to identified support staff if she feels heightened • Staff to remain vigilant and be a presence on duty, on corridors, between lessons, during social time, before school and at the end of the school day – to keep an eye out for any possible comments/altercations • Encourage X to walk away to de-escalate any future conflict **Wider Support in place**: • X must come to: X if she feels heightened • Quiet and safe space to be provided for emotional regulation e.g. counsellor's room • On-going parental contact – X has good working relationship with mother – to discuss/share any concerns which might affect X's well-being • Restoration meeting with Ms Fatema and NR took place (2/2/2025) • 1st Reintegration meeting – first warning - with both parents (29/01/2025) • 2nd reintegration meeting – second warning - (vape) with mother and principal (25/02/2025) - removed from pupil council

Appendix 9 - Promise letter

Promise letter

I,……. Year…….

Take note of the following incident that I was involved in the school.

- No respect for the school rules as being disobedient even after the counselling sessions and verbal warnings given.
- Undisciplined behaviour inside and outside the class.
- Repeatedly doing unnecessary gestures and unpleasant actions which cause insolvencies to other pupils.

I understand that this is not acceptable and breaks the home school agreement that I signed up to when joining Capital School

I understand that the school will take firmer action if this kind of behaviour continues.

Pupil's undertaking;

Appendix 10 – warning letter

Warning Letter

I,……. Year…….

Take note of the following incident that I was involved with in School

- No respect for the school rules as being disobedient even after the counselling sessions and verbal warnings given.
- Undisciplined behaviour inside and outside the class.
- Repeatedly doing unnecessary gestures and unpleasant actions which cause insolvencies to other pupils.

I understand that this is not acceptable and breaks the home school agreement that I signed up to when joining Capital School

I understand that the school will take firmer action if this kind of behaviour continues.

Pupil's undertaking;

Appendix 11 – Home School Agreement

Link to The Home-School Agreement

The Home School Agreement emphasises the partnership that must exist between the school, the family and the pupil. The Agreement outlines the responsibilities of each partner to enable pupils to achieve their full potential within the Capital School community.

PARENTS/CARERS

I/We will

- ensure that my child attends school regularly and punctually
- ensure that my child wears the correct uniform in accordance with the Uniform Policy
- ensure that my child always brings the correct equipment into school
- show interest in my child's education and monitor their homework
- attend parents' evenings and discussions about my child's progress both pastorally and academically
- support the school's policies and guidelines for behaviour both in school and whilst on their way to and from school
- support all school sanctions in accordance with the behavioural policy
- ensure that the school is rapidly made aware of any concerns or problems that might affect my child's work or behaviour
- make medical appointments out of school hours and avoid taking holidays during term time
- ensure that all school staff are treated with courtesy and respect at all times both in person and on the phone
- ensure that the school has up to date contact information and is able to communicate with me/us when necessary.

Signed: .....(Parent/Carer)

CAPITAL SCHOOL

The school will:

- encourage high achievement and the best possible examination results for all pupils
- care for your child's safety and well-being
- provide a balanced curriculum which meets the individual needs of your child
- provide effective and interesting teaching which encourages pupils to take responsibility for their own learning
- keep you informed about your child's progress
- be open and welcoming and offer opportunities for you to become involved in the life of the school
- encourage your child to treat people and property with care and respect.

Signed: ..... (Tutor)

PUPIL

I will:

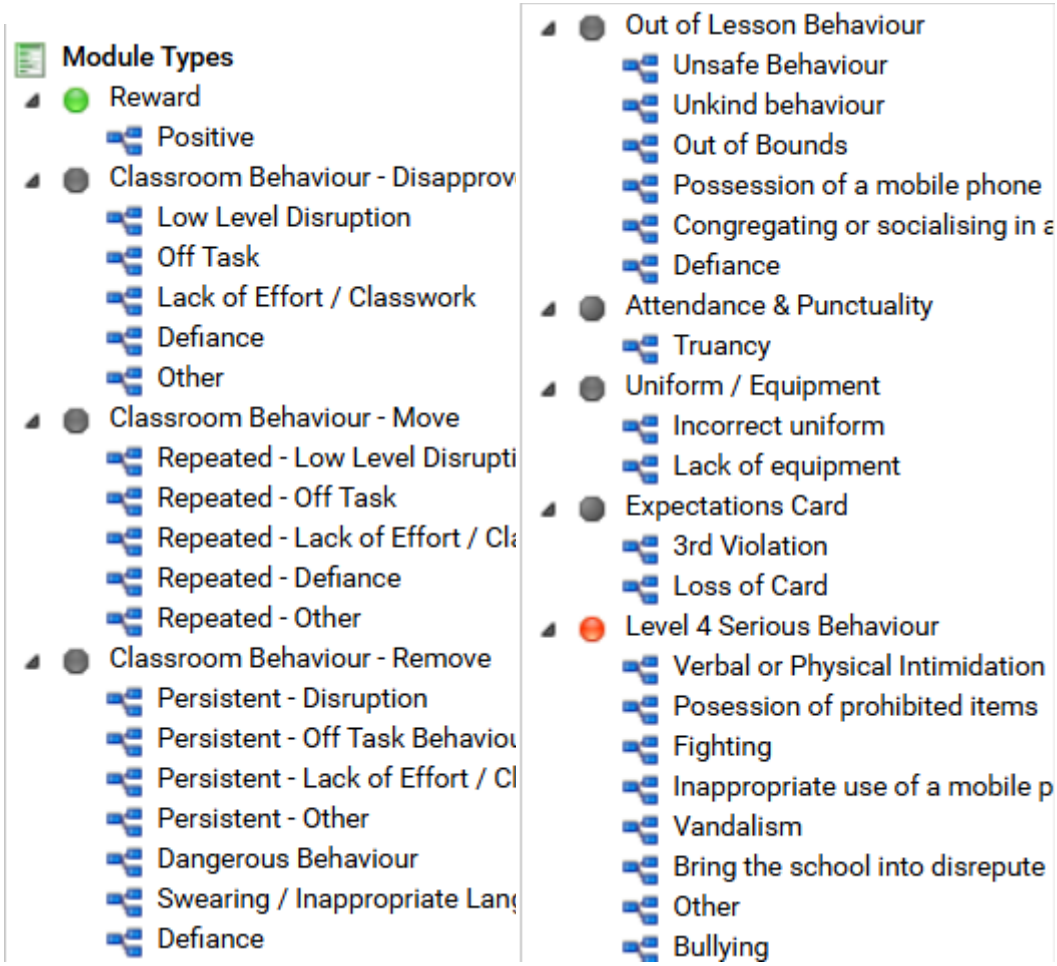
- attend school regularly and on time
- work to the best of my ability at all times
- behave with care, courtesy, consideration and respect for others
- wear the correct school uniform and bring the equipment that I need for each day
- take care of our school and keep the school free from litter, damage and graffiti
- follow all school rules of being ready, respectful and safe
- accept the school sanctions
- attend all detentions set.
- speak English at all times during the school day, except during Arabic subjects lessons.

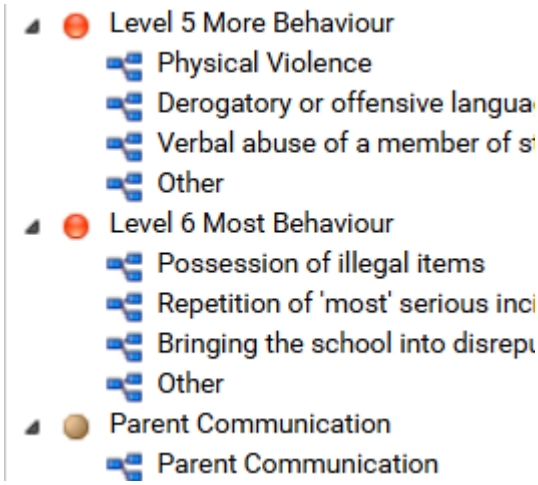
Signed: …… (Pupil)

Appendix 13 – Recording Behaviour incidents on iSAMS

Link to iSAMS University Course on Recording a behaviour incident

Appendix 14 – iSAMS Behaviour Categories





Appendix 15 – Reflection Room Follow Up

On entry into the reflection room, pupils complete the following reflection room document

The member of staff who is in the room for this period need to send the following email home to the parent using iSAMS

Dear Parent,
I am writing to inform you that due to your child behaving in a persistently disruptive manner in (Write the subject) they were "Removed" by a member of the On Call staff team and taken to our Reflection Room to complete their learning.
The member of staff will be in touch shortly to give you further clarity regards the incident.
We would greatly appreciate you speaking with your child about their behaviour and not allowing it to negatively affect not only their learning but that of their peers.
Warm regards,

The member of staff who sent the pupil to the room needs to 'close the loop' and speak to them about their behaviours that caused them to be removed from the classroom in the first place.

Appendix 16– MoE- Circular No. 11

MoE- Circular No. 11 – Organizing Student Discipline Procedures in Private Schools