



Pastoral Care – Behaviour Policy

Aims and Expectations:

In Smart Vision School, we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way, pupils are able to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. When sanctions are needed, this policy outlines the expected outcomes for all pupils.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Principal will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/ carers when necessary.

The Pastoral Care Coordinator/s will:

- Train staff in SVS policy and procedures
- Support staff in monitoring and managing behaviour
- Keep records of all reported serious incidents of misbehaviour.
- Meet with parents/carers when necessary

All Staff will:

- Have an established essential agreement in their classroom
- Implement consistent and effective behaviour management strategies aligned to school behaviour policy
- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage
- Given the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it

- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behaviour
- Consistently use the behaviour tracker to celebrate positive behaviour and reflect on negative behaviour
- Record evidence of individual students' negative and positive behaviour in a personal behaviour log
- Ensure the pupils in their class know the class and school rules and, where necessary, work along parents.
- Be aware of and understand their rights and responsibilities. (see Appendix II)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities. (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school when reasonable sanctions as a consequence have been used
- Promote positive behaviour at home in order to have continuity between home/school.
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Coordinator/s.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II)

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Principal about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Monitoring and Evaluating:

- The effectiveness of this policy will be regularly monitored by the Pastoral Care team and if necessary, the SLT
- Pastoral Care team will meet regularly to review current cases and support structures

Negative Student Behaviour

We believe that student behaviour is unacceptable when it:

- Interferes with the rights of others
- Is dangerous to self, others or property
- Is inconsiderate or offensive

When dealing with inappropriate behaviour we use logical consequences (whenever possible) rather than punishment. Corporal punishment is never acceptable. All consequences take into consideration related aspects of student welfare and management.

PREVENTATIVE ACTION

Preventative action is used to prevent unnecessary disruptions. During the first week of each school year teachers and students work together to construct age-appropriate Classroom Essential Agreements. Along with this, the class decides consequences, both positive and negative for inappropriate actions. These are displayed in the classroom, communicated with parents and referred to throughout the year.

All teachers will use a commonly agreed tool (Stage One Behaviour Ladder) to visually manage behaviour at Stage One.

Students are also taught the Smart Vision School Golden Rules:

- We stay safe at all times
- We show respect to ourselves and others
- We work hard and always do our best
- We keep our hands and feet off other people
- We keep our school tidy
- We take care of property

Positive reinforcement is the key to ensuring that essential agreements are met. At SVS, all school staff members seek to praise students for their efforts and achievements. Providing students with positive reinforcement to increase a desired behaviour may be as simple as offering a smile or a House token, or as complex as setting up a point system in the classroom. Individual recognition from a teacher confirms for students that their teachers are interested in them as individuals and care about personal behaviour and progress. Positive reinforcement also helps to build positive relationships by modelling appropriate ways of interacting with others.

BULLYING

Bullying is not tolerated in any form at Smart Vision School. Bullying behaviours may include repeated:

- Physical hitting, kicking, pushing, punching and stealing
- Verbal or non-verbal insults, name-calling, threats, and negative comments about an individual or their ethnicity
- Intention to harm another person's dignity or reputation by spreading gossip, rumours, or wilfully and/or forcefully excluding another student from activities or groups.

- Cyber-bullying

If a student exhibits any of these behaviours, then the child will enter the Pastoral Care Stages.

DISCIPLINE OF STUDENTS WITH SIGNIFICANT PASTORAL NEEDS

Some students, for a variety of reasons that may include social, emotional, physiological or psychological factors, may demonstrate behavioural patterns that significantly affect their learning and the classroom environment. Individual behaviour modification plans are often necessary for such students. These can range from the implementation of a behaviour chart to the student having a ‘shadow’ assistant helping them throughout the day. The classroom teacher needs to liaise closely with the SENDCO, Child Protection Representatives, Counsellor, parents and the Primary Head and Principal in the design and implementation of a suitable programme. Specialist support may sometimes be recommended and required by outside services. Ultimately any behaviour that affects others will deem that the Child enters the Pastoral Care Stages, with conditions set by the Specialist Team to help the child build their self-esteem and follow the rules appropriately.

SUPERVISION

Supervision of students at all times amongst the lower school is important to ensure the safety and care of the students. Upper school students are to be supervised, however they will be responsible and under the teachers’ supervision, with clear guidelines to work from.

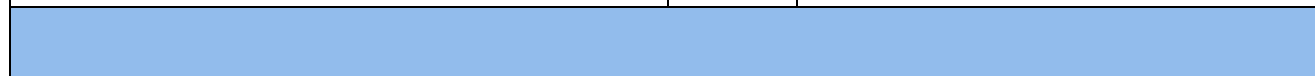
During playtime, close supervision is paramount to ensure the health and well-being of all students. Therefore, please refer to Playground Supervision Guidelines – an Appendices in the Team Drive (Staff only).

CORRECTIVE & SUPPORTIVE ACTION

Corrective and Supportive Action is used to correct and support any students who demonstrate inappropriate behaviour. This flowchart outlines the process that is followed to support and correct students’ behaviour.

Level 1 – (Low Level Behaviours) - Homeroom Teacher		
Action by: 1. Homeroom Teacher oversees. 2. <u>All Staff</u> are responsible for reporting incidents on MIS and informing the Homeroom teacher. 3. Homeroom teacher updates behaviour tracker. 4. Send Teacher Stage 1 to Sectional PCC Coordinator to check over and then it will be forwarded to Registrar to print.	Step 1	Warning and a reminder to Stop, Think, Do
	Step 2	Thinking Time
	Step 3	Movement within the class for a short period whilst continuing with the class activity or partial removal from an

<p>5. Sign letter and send it home with child. 6. Next day send signed portion to Registrar to save on fill. 7. If not signed - make a note on the letter and return to Registrar anyway.</p> <p>Time: Continued low level behaviour - 2 weeks initially, followed by a 2-weeks period.</p> <p>Behaviour: Recurring:</p> <ul style="list-style-type: none"> ● Low level behaviour - minor breach of school rules. ● Does not seriously harm others or cause you to suspect that the students may be harmed. ● Are part of a pattern of behaviours ● Work productivity issues, including the non-delivery of homework ● Talking in class ● Uncaring communications. ● Reports from Playground Supervisors concerning their students and any issues that may have arisen in the play area, cafeteria or on the school bus etc. ● One incident of aggressive behaviour (hitting, kicking etc.) that is out of character for the specific child; might be provoked by things done or said. 		activity (time away) followed by a discussion with the student resulting in an apology.
	Step 4	Continually record notes on MIS to create a history of behaviour from initial behaviour.
	Step 5	After 2 weeks - If behaviour persists for 2 weeks Homeroom teacher to send a Stage 1 letter home to parents. Explain to child that a letter is going home about their behaviour.
	Step 6	After 2 weeks at Stage 1 - *Persistent behaviour - Refer to Sectional Pastoral Care Coordinator(PCC) for Stage 2. *Behaviour ceases after 2 weeks - Send PCC Stage 1B letter to take child off Stage 1 and congratulate the child on their positive behaviour.



Stage 2 - (Moderate Behaviours) - Sectional Pastoral Care Coordinator

<p>Action:</p> <ol style="list-style-type: none"> 1. Homeroom Teacher refers child to Stage 2. 2. Sectional Pastoral Care Coordinator sends letter to parents and holds a meeting accompanied by Homeroom Teacher. 3. Stage 2 Letters can be found in Pastoral folder on Team Drive 4. Sectional PC Coordinator monitors stage through MIS. 5. Homeroom Teacher updates behaviour tracker and reports incidents on MIS. 6. Refers to Stage 3 if appropriate. 	Step 1	Time Out (working independently in quiet place) in Class for a short period A special timer may be used.
	Step 2	Time Out (working independently in quiet place) or a longer Period. This allows the child a short time to reflect and calm down if needed, away from peers. Before re-joining the class activities, the teacher and student will have a 'personal conference' where the student is reminded of what behaviour is expected and encouraged to try harder to improve.
	Step 3	Time in Year Level Pastoral Care Coordinator Class/Loss of Privileges (eg golden time) /Loss of Break

<p>Time: 2-week period from date of referral to Stage 2 then back to Stage 0.</p> <p>Behaviour: Continued unacceptable behaviour from Stage One or Medium level negative behaviour that affects another person or property immediately.</p> <p>Inappropriate behaviours that form a pattern of general student behaviour and violate the rights of others, either personally or academically.</p> <ul style="list-style-type: none"> • Require the involvement of Teachers and School Administration. • Student behaviour continues to be monitored and managed by Homeroom Teacher. Parent meets with Homeroom Teacher and Sectional Pastoral Care Coordinator. 		times/Warning regarding future consequences for Repeated Offence
	Step 4	<p>Reflection/Apology letter and Behaviour Letter</p> <p>The student completes a Reflection Sheet which is placed in the student's personal school file. Referred to Stage 3 with the Pastoral Care Coordinator.</p>
	Step 5	<p>Referral to Stage 3 if behaviour persists. If behaviour resolves - then send home a 2B positive behaviour letter.</p>
Stage 3 – (High-Level Behaviours) – Sectional Pastoral Care Coordinator		
<p>Action:</p> <ol style="list-style-type: none"> 1. Sectional Pastoral Coordinator refers to Stage 3 from Stage 2 or Stage 1 via Homeroom Teacher. 2. Sectional Pastoral Care Coordinator sends home a Stage 3 letter and meets with parents and Homeroom Teacher. 3. Homeroom Teacher completes behaviour tracker and records all incidents on MIS. <p>Time: 4 weeks from initial referral then back to Stage 0</p> <p>Behaviour:</p> <ul style="list-style-type: none"> • Significantly violates the rights of others • Put others and/or self at risk of harm • Require the involvement of School Admin 	Step 1	<p>Loss of play - 'nurture group' for 2 days per week with School Counsellor (for a 2-week period).</p>
	Step 2	<p>Reintegrated gradually back into the playground with support strategies for play by School Counsellor.</p>
	Step 3	<p>Referral to Stage 4 if behaviour persists. If behaviour resolves taken off PCC and send 3B improved behaviour letter home.</p>
Stage 4 (High Level Persistent Behaviour) – Sectional Pastoral Care Coordinator		
<p>Action:</p> <ol style="list-style-type: none"> 1. Pastoral Care Coordinator refers to Stage 4 with SLT Lead. 	Step 1	<p>Half-day reflection Time Out from classroom (under supervision in Achievement Centre)</p> <p>Work provided by Homeroom Teacher and Arabic Teacher.</p>

<p>2. Pastoral Care Coordinator calls parents and sends home a Stage 4 letter to arrange a meeting with parents.</p> <p>3. Homeroom Teacher and PL liaise about behaviour. Homeroom Teacher completes behaviour tracker and updates MIS.</p> <p>4. School Counsellor involvement.</p> <p>Time: 4 weeks incident free then back to Stage Three.</p> <p>Behaviour:</p> <ul style="list-style-type: none"> ● Persistent high-level behaviour ● Persistently violating the rights of others. ● Persistent incidence of harming self or putting others in danger of harm. ● Requires the involvement of school administration. 	<p>Step 2</p>	<p>*If behaviour improves over a 4-week period - child moves down to Stage 3 and a behaviour improvement letter is sent to Parents by Pastoral Care Coordinator to update on progress.</p> <p>*If behaviour persists - Child moves to Stage 5.</p>
<p>Stage 5 (High Extreme Level Behaviour) Head of Primary</p>		
<p>Action:</p> <ol style="list-style-type: none"> 1. Pastoral Care Coordinator refers from Stage 4 informing parents by phone call immediately and arranges meeting with them on the same day. Then issues a Stage 5 letter and prepared behaviour contract. Updating MIS and informing Homeroom teacher. 2. All staff update on MIS and behaviour tracker daily. 3. Child on a report book to give daily updates for behaviour sent home to parents and signed daily by all teachers. 4. School counsellor involvement. <p>Time: 4 weeks from initial referral then back to stage Four.</p> <p>Behaviour:</p> <ul style="list-style-type: none"> ● Significantly violates the rights of others ● Puts others and/or self at risk of harm ● Requires the involvement of School Administration ● Continued unacceptable behaviour from Stage Four or more serious aggressive behaviour/outbursts that endanger or harm self, others or property. 	<p>Step 1</p> <p>Step 2</p> <p>Step 3</p>	<p>Full-day reflection Time Out from classroom (under supervision in Achievement Centre) Work provided by Homeroom Teacher and Arabic Teacher.</p> <p>Parents and students sign behaviour contract and discuss expectations and report book. Report book completed by all teachers and sent home daily. MIS and behaviour trackers updated daily. (For 4 weeks)</p> <p>*If behaviour improves over a 4-week period - child moves down to Stage 4 and a behaviour improvement letter is sent to parents by Pastoral Care Coordinator to update on progress.</p> <p>*If behaviour persists - Child moves to Stage 6.</p>

Stage 6 (Severe level Behaviour) Head of Primary		
<p>Action:</p> <ol style="list-style-type: none"> 1. Primary Head refers from Stage 5 informing parents by phone call immediately, meeting with them on the same day and issuing a Stage 6 letter. 2. Registrar contacts KHDA, shares evidence to date and request immediate permission for 1 day suspension. 3. Updating MIS and informing Home room teacher. 4. All staff updates on MIS and behaviour tracker daily. 5. Child on a report book to give daily updates on behaviour sent home to parents and signed daily by all teachers. (See Pastoral Care Coordinator) 6. School Counsellor involvement. <p>Time: 4 weeks from initial referral</p> <p>Behaviour:</p> <ul style="list-style-type: none"> • Significantly violates the rights of others • Put others and/or self at risk of harm • Require the involvement of School Administration. • Continued unacceptable behaviour from Stage Four or more serious aggressive behaviour/outbursts that endanger or harm self, others or property. 	Step 1	Half day internal reflection working with the counsellor and TA to do his work provided by subject teachers. (with KHDA approval).
	Step 2	Report book completed by all teachers and sent home daily. MIS and behaviour trackers updated daily by all staff.
	Step 3	*If behaviour improves over a 4-week period - child moves down to Stage 5 and a behaviour improvement letter is sent to parents by Pastoral Care Coordinator to update on progress. *If behaviour persists - Child moves to Stage 7
Stage 7 (Severe High-Level Behaviour) Principal		
<p>Action:</p> <ol style="list-style-type: none"> 1. Primary Head refers from Stage 6 informing parents by phone call immediately, meeting with them on the same day and issuing a Stage 7 letter. Updating MIS and informing Home room teacher. 2. Registrar contacts KHDA, shares evidence to date and request immediate permission for 1-day suspension and for permission to refuse re-enrolment for following academic year. 	Step 1	1-day internal reflection working with the counsellor and TA to do his work provided by subject's teachers. (with KHDA approval).
	Step 2	Report book completed by all teachers and sent home daily. MIS and behaviour trackers updated daily.
	Step 3	*If behaviour improves over a 4 week period - child moves down to Stage 6 and a behaviour improvement letter is sent to parents by Pastoral Care Coordinator to update on progress.

<p>3. Home room teacher updates MIS and behaviour tracker daily.</p> <p>4. Child on a report book to give daily updates on behaviour sent home to parents and signed daily. (See Pastoral Care Coordinator)</p> <p>5. School Counsellor involvement.</p> <p>Time: 4 weeks from initial referral</p> <p>Behaviour:</p> <ol style="list-style-type: none"> 1. Significantly violates the rights of others 2. Put others and/or self at risk of harm 3. Require the involvement of School Administration 4. Continued unacceptable behaviour from Stage Six or severe aggressive behaviour/outbursts that endanger or harm self, others or property. 		<p>*If behaviour persists - a student will only be re-admitted to school following a <i>Review of Enrolment</i> meeting with the Principal (with KHDA approval) Parents of the suspended student are to be made aware of this orally and in writing by the Registrar. N.B. Students who engage in very serious problem behaviours such as major violent physical assault can be recommended for an immediate period of suspension to be determined and agreed upon by Principal with the permission, support and advice from KHDA after evidence shared.</p>
	Step 4	<p>Notification to KHDA Following either multiple in-school and external suspensions or serious behavioural incidents, it is at the Principal's discretion to notify KHDA of the school's concerns. The Principal will inform the parents, Pastoral Care Coordinator and the SLT of this decision.</p>

Stage 8 (Extreme High-Level Behaviour) Principal

<p>Action:</p> <ol style="list-style-type: none"> 1. Principal refers from Stage 7 Updating MIS and informing Home room teacher. 2. Principal calls meeting with parents to inform them of immediate permanent exclusion. 3. Principal writes a letter to the KHDA. <p>Behaviour:</p> <ul style="list-style-type: none"> • Continued unacceptable behaviour from Stage Seven or extreme and dangerous behaviour or outbursts that endanger or harm self, others or property of a level that is unsafe to the school. 	Step 1	<p>Permanent Exclusion from school with KHDA approval. Decision whether to offer a place for next academic year made. Including this information and signed by parent (parent contract)</p>
	Step 2	<p>Immediate Notification to KHDA Following either multiple in-school and external suspensions or serious behavioural incidents, it is at the Principal's discretion to notify KHDA of the school's concerns. The Principal will inform the parent and the SLT of this decision.</p>
	Step 3	<p>*If behaviour improves over a 4 week period - child moves down to Stage 7 and a behaviour improvement letter is sent to Parents by Pastoral Care Coordinator to update on progress. *If behaviour persists - Takes place when all other steps and attempts to support the student in choosing</p>

		appropriate behaviour have gone unheeded. The decision will then be taken that the student is not suited for SVS. The Principal in consultation with KHDA can only make this decision.
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LATES/TARDINESS

School convenes at 7:50AM and finishes at 2:30PM in the classroom.

When a child is not collected from class by 2:40PM, they are taken to the 'Late Area' where a "lates supervisor" will note down names of children who have not been collected by an adult by 3:00PM. They will then be taken to Main Reception and the parents called. If a child has had 3 incidents of being collected after 3:00PM, they will receive follow up as detailed below.

Late into School		
Action: 1. Homeroom Teacher/Specialist Teacher takes the register on MIS and records any lates that come in. 2. Reception staff record any late-comers following on from Registration period and update MIS.	Step 1	Receptionist monitors arrival and departures and shares lates and absences reports monthly to Principal and Head of Primary. After 3 lates, receptionist calls parents to have a discussion and share verbally school policy and request on time arrival.
	Step 2	After 3 more lates. Receptionist sends Lates letter 1. Receptionist collects signed letter and uploads to MIS for future evidence.
	Step 3	After 5 more lates. Receptionist sends Lates letter 2 (continued). Receptionist collects signed letter and uploads to MIS for future evidence. Every 3 lates is recorded as official absence on student record.
Lates after school		
Action: 1. Homeroom Teacher/Specialist Teacher takes child who has not been collected by 2:40pm to 'Lates Area' 2. If child has not been collected by 3:00PM, their name is added to the 'lates' book and they are taken to Main Reception for the parents to be called.	Step 1	3 lates notified by Lates Supervisor informs the SLT Lead and Receptionist who sends the initial lates (after School) letter for the child to take home. Homeroom Teacher informed. MIS updated by Receptionist.
	Step 2	7 incidents flagged up by Lates Supervisor to Receptionist, who will send Follow Up Lates (After School) 2 Letter home.

<p>3. 3 incidents flagged up by Lates Supervisor results in initial 'lates' letter home.</p> <p>4. 7 incidents flagged up by Lates Supervisor 'Lates' 2 continued Letter home.</p>		
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Foundation Stage FS1-FS2

Teachers in the Foundation Stage will use a visual system for managing behaviour in the classroom with an image of each child that can be moved as needed. **Star** – Having a Great Day 'You are a Star' linking to our Star of the Week **Sun** – 'It has been a good day' Everyone starts the day here, **Cloud** – 'Let's make better choices' which serves as a warning and **Grey Cloud** – 'Think about today/Reflection Time' child will have thinking time away from class activity to reflect on behaviour.



All children will start the day on the Sun and if the teaching staff identifies any of the behaviour from the sanctions below under stage 1 then the child's picture must be moved onto the Cloud as a warning. If they repeat the behaviour their name is moved onto the grey cloud and thinking time is given. After finishing their time to think the child's picture will only move onto the Sun if they are seen being kind and or exhibiting good behaviour. The same is repeated once they are on the cloud in order to move to the Sun. If they misbehave again while on the grey cloud they are immediately placed in thinking time without a warning.

At the end of the day the class teacher will reflect upon the behavioural chart as a class and discuss the great behaviours witnessed in class that day as well as those that were not.

Discussing solutions and better ways of approaching those behaviours as a class reinforce children’s understandings of boundaries and consequences.

As part of classroom management adults in the room will position themselves so they are able to see all areas of the classroom environment. Adults will use a gentle tone with children when addressing negative behaviour. The teacher and the teaching assistant will address behaviour with a clear explanation for the child to understand why their behaviour was not acceptable. Positive language is used to reinforce crucial moments of learning and understanding of misbehaviour and reflected on as a class. Children will always be aware of the consequences of their actions and the teaching staff will remain consistent with these.

Rewards:

To reinforce good work/learning, behaviour and attitude we use:

- Positive verbal praise
- Daily merit through stickers that fill our buckets – each child has a bucket that they aim to fill with reward stickers or weekly certificates for consistently being a star in the class during the week (Star of the week)

Sanctions:

Stages	Identification of Behaviour	Actions to be taken
<p>Stage 1</p>	<p>Identifying the problem/issue:</p> <ul style="list-style-type: none"> • Destructive behavior including damage of school property • Not acknowledging other’s personal space • Disruptive behavior • Not respecting adults in the school setting, back chatting or just saying no. • Pushing another child • Grabbing toys from another child • Spitting • Kicking or hitting another child • Aggravating another child 	<ul style="list-style-type: none"> • Child will be given a warning and their name placed on the cloud on the classroom visual behavior chart, repeat of misbehavior moves them to the grey cloud and thinking time away from class activities for up to 5 minutes (discretion of the teacher and the child’s age) • If the same behavior occurs over three times within a week the parents are contacted by phone and informed of said behavior. During call with parents the teacher needs to ask questions to get a better understanding of why the child might display this behaviour: <ol style="list-style-type: none"> 1. <i>Has there been any changes at home that might have contributed to the behaviour?</i> 2. <i>Does the child have a set routine at home e.g bedtime?</i> 3. <i>Does the child display similar behaviour at home as at school?</i> 4. <i>Has the child mentioned anything at home concerning school that might have upset them?</i>

		<ul style="list-style-type: none"> • If the behavior was violent it is to be logged immediately onto Isams and monitored by the teacher throughout the week. Re occurrence leads to Stage Yellow. • The child has two weeks to improve his/her behaviour, if not he/she will move on to the Yellow Stage. <p>Pastoral Care Sectional Coordinator to be informed.</p>
Stage 2	The behaviour/issue mentioned in Stage 1 is now developing into patterned behaviour and in the two-week's grace period there has been no, or very little improvement.	<ul style="list-style-type: none"> • Classroom teacher to contact the parents to arrange a meeting after school. • Meeting with Classroom teacher and parents. Discuss that the issue has not been resolved, and that if it continues he/she will move onto the Red Stage • Situation will be revised in two weeks. • All behavior over the next two weeks is to be logged onto tracker to monitor. <p>If the behaviour persists and ends up being so disruptive that it disrupts the class or puts another child in danger the child will move onto Stage 3 without being give the full two-week grace period.</p>
Stage 3	The behaviour/issue as mentioned in Stages 1 & 2 has not been resolved in the three/four weeks since it was identified and no progress has been identified through tracker monitoring.	Classroom teacher to contact parents and arrange for a third meeting between herself and the parents. Parents to be informed that their child will be placed on the Primary Pastoral Care Grid and they will receive the Stage 1 letter.

LATES/TARDINESS IN FS

School convenes at 7:50AM and finishes at 13:00PM in the classroom.

When a child is not collected from class by 13:10PM, they are taken to the 'Afternoon Daycare' where staff member in charge will note down names of children who have not been collected by an adult and parents will be required to sign and give a reason for the late pickup. If a child has had 3 incidents of being collected after 13:10PM, they will receive follow up as detailed below.

Late into School		
Action:		
3. Homeroom Teacher/Specialist Teacher takes the register on MIS and records any lates that come in.	Step 1	Receptionist monitors arrival and departures and shares lates and absences reports monthly to Principal and Head of EYFS.

4. Reception staff record any late-comers following on from Registration period and update MIS.		After 3 lates, receptionist calls parents to have a discussion and share verbally school policy and request on time arrival.
	Step 2	After 3 more lates. Receptionist sends Lates letter 1. Receptionist collects signed letter and uploads to MIS for future evidence.
	Step 3	After 5 more lates. Receptionist sends Lates letter 2 (continued). Receptionist collects signed letter and uploads to MIS for future evidence. Every 3 lates is recorded as official absence on student record.

Lates after school

Action: 5. Homeroom Teacher/Specialist Teacher takes child who has not been collected by 13:10pm to 'Afternoon Daycare' 6. If child has not been collected by 13:10PM, their name is added to the 'lates' book and they are taken to Main Reception for the parents to be called. 7. 3 incidents flagged up by Lates Supervisor results in initial 'lates' letter home. 8. 7 incidents flagged up by Lates Supervisor 'Lates' 2 continued Letter home.	Step 1	3 lates notified by Lates Supervisor informs the SLT Lead and Receptionist who sends the initial lates (after School) letter for the child to take home. Homeroom Teacher informed. MIS updated by Receptionist.
	Step 2	7 incidents flagged up by Lates Supervisor to Receptionist, who will send Follow Up Lates (After School) 2 Letter home.

Stage 1A Pastoral Care Letters – Low level Behaviour

[insert date]

Student Behaviour - Pastoral Care Cycle

Stage 1

Dear Parents of

Student name: ##

Class: ##

It has been identified that your child, [insert student name], has been displaying low level behaviour in class by:

[teacher to list]

We are supporting [Student's name] in changing his/her behaviour through positive reinforcement and reward him/her for behaving responsibly.

Please speak to your child about their behaviour and support them in doing the right thing in class. They have entered the Pastoral Care Behaviour Cycle at Stage 1. [Student name] must improve his/her behaviour within the next two weeks to be removed from Stage 1.

We will be reviewing this in two weeks' time and will contact you if behaviour is unimproved. Should you have any questions please contact me. My email is: ##

Yours sincerely

[Teacher's Name]

Classroom Teacher

I have read and understood "Behaviour Stage One Letter" and agree to discuss and monitor my child's behaviour at home.

Signed: _____ Date: _____

Stage 1B Pastoral Care Letters - Improved Behaviour

[insert date]

Student Behaviour- Pastoral Care Cycle

(Stage 1 B - Improved Behaviour)

Dear Parents of

Student name: ##

Class: ##

Over the last two weeks your child has made significant effort and progress to improve their behaviour.

Thank you for your support. Please continue to encourage and monitor [student's name] behaviour in order to maintain this positive change.

Yours sincerely

[Teacher's Name]

Classroom Teacher

I have read and understood "Disruptive Behaviour Letter B (Improved Behaviour)" and will encourage my child to continue this positive change.

Signed: _____ Date: _____

Stage 2A Pastoral Care Letters – Moderate Level Behaviour/ Meeting with Parents and informing

[insert date]

Student Behaviour- Pastoral Care Cycle

Stage 2

Dear ##

Name:

Class:

Further to my letter dated insert date of first letter, insert student's name that has caused continued disruption by insert reasons /list:

The following positive reinforcement schemes have been used to help create a positive learning environment: provide list.

The following sanctions have been upheld to help create boundaries: provide list.

Please make an appointment with myself and your child's classroom teacher, so that we can talk about [insert student's name] behaviour and set targets and expectations at home and school. My email is: ##

Insert student's name will be under our Pastoral Care Team at (Stage 2 Level Behaviour) for the next two weeks or until /insert date to effect improvement in their behaviour.

Yours sincerely

Sectional Pastoral Care Coordinator

I have read and understood "Disruptive Behaviour Letter Stage 2 and agree to the meeting with the Year Level Pastoral Care Coordinator on insert date at insert time

Signed: _____ Date: _____

Stage 2B Pastoral Care Letters - Improved Behaviour

Student Behavior- Pastoral Care Cycle

(Stage 2B - Improved Behaviour)

Dear Parents of

Student name: ##

Class: ##

Over the last two weeks your child has made significant effort and progress to improve their behaviour.

[student's name] has now come of Pastoral Care Stage 2 with a fresh start.

Thank you for your support. Please continue to encourage and monitor [student's name] behaviour in order to maintain this positive change.

Yours sincerely

Sectional Pastoral Care Coordinator

I have read and understood "Disruptive Behaviour Letter 2B (Improved Behaviour)" and will encourage my child to continue this positive change.

Signed: _____ Date: _____

Stage 3A Pastoral Care Letters – High Level Behaviour Letter

[insert date]

Student Behaviour- Pastoral Care Cycle
(Stage 3)

Dear Parents of

Name: [Student name]

Class: [Student’s class]

Your child has displayed inappropriate and high-level behaviour which is unacceptable and has entered the Pastoral Care Behaviour Cycle at Stage Three.

Please meet with your classroom teacher and myself to set goals and expectations at home and school with [Child’s name] for the next four weeks.

The Classroom Teacher will continue to use positive reinforcement with [Child’s name] and use classroom sanctions to help [him/her] focus on acting responsibly.

Your support is crucial to help [Child’s name] understand positive and acceptable school behaviour.

Please contact [email] to arrange a meeting time.

Yours sincerely

[Teacher’s Name]

Sectional Pastoral Care Coordinator

I have read and understood “Disruptive Behaviour Letter Stage 3” and agree to contact the school to make arrangements to meet with the Sectional Pastoral Care Coordinator.

Signed: _____ Date: _____

Stage 3B Pastoral Care Letters - Improved Behaviour

Student Behaviour- Pastoral Care Cycle
(Stage 3B - Improved Behaviour)

Dear Parents of ...

Student name: ##

Class: ##

Over the last two weeks your child has made significant effort and progress to improve their behaviour.

[student's name] has now come out of Pastoral Care Stage 3 and will be monitored for the next four weeks.

Thank you for your support. Please continue to encourage and monitor [student's name] behaviour in order to maintain this positive change.

Yours sincerely

[Teacher's Name]

Sectional Pastoral Care Coordinator

I have read and understood "Disruptive Behaviour Letter 3B (Improved Behaviour)" and will encourage my child to continue this positive change.

Signed: _____ Date: _____

Stage 4A Pastoral Care Letters – High Level Persistent Behaviour Half-day reflection Time Out from classroom (under supervision in Achievement Centre).

Work provided by Homeroom Teacher and other specialists.

[insert date]

Student Behaviour - Stage 4 Pastoral Care Cycle

Dear

Name:

Class:

Further to our recent communications regarding ##'s behaviour, I am writing to notify you that's behaviour has not improved. There has been continuous monitoring of ##'s behaviour and in line with the levelled disciplinary measures, he/she has now entered our Pastoral Care Stage Four. I am now placing ## on a Half Day Reflection (in-school). During the Half Day Reflection Time, ## will be supervised by a member of staff and will complete work left by his/her teacher in the Achievement centre.

This "Half Day Reflection Time" is an opportunity for ## to exhibit more positive behaviour and your support is appreciated. It is also time for ## to look back on his/her behaviour and write a letter of reflection. The letter is to be written by ## and delivered to me by [insert date].

Following "The Half Day Reflection Time", you will be informed of ##'s progress. This half day will be on [insert date] and ## can return to classes on [insert date].

Your ongoing support is important to help ## understand positive and acceptable school behaviour.

Yours sincerely

Insert name

Pastoral Care Coordinator

insert email:

I have read and understood "Disruptive Behaviour Letter Stage 4" and understand that my child will have a 1-day internal suspension on date

Signed: _____ Date: _____

Stage 4B Pastoral Care Letters - Improved Behaviour

[insert date]

Student Behaviour- Stage 4 Pastoral Care Cycle

(Stage 4B - Improved Behaviour)

Dear Parents of

Student name: ##

Class: ##

Over the last four weeks your child has made significant effort and progress to improve their behaviour.

[student's name] has now moved down from Pastoral Care Stage 4 to Stage 3 and will be monitored for the next four weeks.

Thank you for your support. Please continue to encourage and monitor [student's name] behaviour in order to maintain this positive change.

Yours sincerely

Pastoral Care Coordinator

I have read and understood "Disruptive Behaviour Letter 4B (Improved Behaviour)" and will encourage my child to continue this positive change.

Signed: _____ Date: _____

Stage 5A Pastoral Care Letters – High Extreme Behaviour-Full-Day Reflection Time Out from classroom (under supervision in the Achievement Centre).

Work provided by Homeroom Teacher and other specialists.

[insert date]

Student Behaviour Letter Pastoral Care Cycle

Stage Five

Dear Parents,

I am writing to inform you that the behaviour of ## is such that he/she is to be placed onto a Student Behavioural Contract and is now at Stage Five of the Pastoral Care Behaviour Cycle. The contract is betweenand the school and specifically outlines the behavioural expectations for ##.

You have previously been notified of the behavioural challenges of ##. This contract is part of the behavioural support plan that is in place and your home support is appreciated to ensure that ## fully understands that his/her behaviour is unacceptable and is being closely monitored, and that an improvement in behaviour is expected. At this point, your child has placed to a “Full Day Reflection Time” (in-school). During the Full Day Reflection Time, ## will be supervised by a member of staff and will complete work left by his/her teacher in the Achievement centre.

This “Full Day Reflection Time” is an opportunity for ## to exhibit more positive behaviour and your support is appreciated. It is also time for ## to look back on his/her behaviour and write a letter of reflection. The letter is to be written by ## and delivered to me by [insert date].

Your children continued negative behaviour has resulted in an External 1 day suspension (with KHDA approval).

Please sign and return this letter as a record of your agreement.

Yours sincerely

Pastoral Care Coordinator

email address:****@svschool.ae

I have read and understood “Behaviour Letter Stage Five” and understand that my child will have a 1-day external suspension.

Signed: _____ Date: _____

Stage 5B Pastoral Care Letters - Improved Behaviour

Student Behaviour - Pastoral Care Cycle

(Stage 5B - Improved Behaviour)

Dear Parents of

Student name: ##

Class: ##

Over the last four weeks your child has made significant effort and progress to improve their behaviour.

[student's name] has now come out of Pastoral Care Stage 5 and will be moved down to Stage 4 where [he/she] will be monitored for four weeks.

Thank you for your support. Please continue to encourage and monitor [student's name] behaviour in order to maintain this positive change.

Yours sincerely

[Teacher's Name]

Primary Lead

I have read and understood "Disruptive Behaviour Letter 5B (Improved Behaviour)" and will encourage my child to continue this positive change.

Signed: _____ Date: _____

Stage 6A Pastoral Care Letters – Severe High Level-External 1 day suspension (with KHDA approval).

[insert date]

Student Behaviour - Pastoral Care Cycle

Stage Six

Dear Parents,

I am writing to inform you that ## has been placed at Stage Six of our behaviour cycle which results in a one-day external suspension with KHDA approval from school with effect from [insert date]. ## may return to school on [insert date].

has entered into a Student Behavioural Contract, however there have been further reports of ##'s reluctance to abide by the terms of the Contract. If there is no improvement in ##'s behaviour, the next steps could result in non-re-enrolment at SVS.

Your support is requested to encourage ## to meet the expectations of the school. I would therefore like to meet with you upon his/her return to school at (time) on (date) to discuss ##. Following ##'s return to school, he/she will continue to be monitored and you will receive regular updates.

Yours sincerely

[insert name]

Principal

I have read and understood "Behaviour Letter Stage Six" and understand that my child will have a 2-day external suspension.

Signed: _____ Date: _____

Stage 6B Pastoral Care Letters -

Student Behaviour- Pastoral Care Cycle

(Stage 6B - Improved Behaviour)

Dear Parents of

Student name: ##

Class: ##

Over the last two weeks your child has made significant effort and progress to improve their behaviour.

[student's name] has now come off Pastoral Care Stage 6 and will be moved down to Stage 5 where [he/she] will be monitored for four weeks.

Thank you for your support. Please continue to encourage and monitor [student's name] behaviour in order to maintain this positive change.

Yours sincerely

[Name]

Principal

I have read and understood "Disruptive Behaviour Letter 6B (Improved Behaviour)" and will encourage my child to continue this positive change.

Signed: _____ Date: _____

Stage 7A Pastoral Care Letters – Severe High-Level Behaviour-External Two days suspension (with KHDA approval).

[insert date]

Student Behaviour - Pastoral Care Cycle
(Stage Seven)

Dear Parents,

I am writing to inform you that ## has now entered Stage Seven of the Pastoral Care Behaviour Cycle and has been placed on two days external suspension with KHDA approval from school with effect from [insert date]. ## may return to school on [insert date].

##’s ongoing behaviour and attitude has escalated where he/she is now in jeopardy of losing his/her place at SVS. The next and final level is referral to KHDA and possible permanent exclusion.

Upon (name’s) return to school, please contact Miss ----- by telephone on ----- or email: *****@svschool.ae to arrange an appointment to speak with myself.

Yours sincerely

Principal

I have read and understood “Behaviour Letter Stage Seven” and understand that my child will have a two-day external suspension with KHDA approval. I agree to meet with the Principal upon my child’s return to school.

Signed: _____ **Date:** _____

Stage 7B Pastoral Care Letters - Improved Behaviour

Student Behaviour-Pastoral Care Cycle
(Stage 7B - Improved Behaviour)

Dear Parents of

Student name: ##

Class: ##

Over the last two weeks your child has made significant effort and progress to improve their behaviour.

[student's name] has now come off Pastoral Care Stage 7 and will be moved down to Stage 6 where [he/she] will be monitored for four weeks.

Thank you for your support. Please continue to encourage and monitor [student's name] behaviour in order to maintain this positive change.

Yours sincerely

[Name]

Principal

I have read and understood "Disruptive Behaviour Letter 7B (Improved Behaviour)" and will encourage my child to continue this positive change.

Signed: _____ Date: _____

Stage 8 Pastoral Care Letter – Extreme High Level-Exclusion (with KHDA approval).

Miss

KHDA

email: ****.gov.ae

[date]

Dear Miss

SVS Student: ##

Further to our telephone conversation on ##, I would like to confirm that ## has exhausted all avenues to redress behavioural issues and attitudes at SVS School.

We have a levelled process to manage student behavioural concerns and issues. ## has reached the stage where he/she has been placed on a written Student Behavioural Contract on ##. The contract was explained to him/her and to his/her parents. Both ## and his/her parents/mother/father have signed the contract. The first breach of any conditions of the contract by ## results in a suspension for three days. ## was suspended from school on ## and returned to school on ##. At this time, I also met with ##'s mother/father where the consequences of his/her behaviour in the event of a further breach were explained to her/him/both parents.

Regrettably, ## has breached his/her contract again and his/her violations are now at a point where the school can exclude ## permanently. Please find attached to this letter a copy of the Student Behavioural Contract for your information.

##'s teachers, Pastoral Care Officers and the Primary Lead have spent a lot of time with ## to positively reinforce his/her behaviour and provide support where they can. There have been telephone conversations and meetings with ##'s parents to alert them to the seriousness of ##'s behaviour at school. Unfortunately, ## is not willing to change his/her behaviour and he/she is disobeying all the behavioural expectations of SVS School. ##'s inability to improve his/her behaviour is now impacting on the learning of others in his/her class, and this is a situation that will not be tolerated.

I seek your support in my intentions to make arrangements with ##'s parents for his/her immediate withdrawal from SVS.

Yours sincerely

Principal

Late - Initial lateness to school

LATENESS
First Warning

Dear Parents,

I am writing to express my concern regarding the punctuality of your child _____ . There have been _____ instances of lateness in the last _____ weeks.

Your child is expected to be at school by 7:45AM in readiness for the start of the school day. Registration is at 7:50AM and if your child arrives at school after this time, their lateness will be recorded for future action.

Arriving at school punctually is extremely important. Lateness disrupts the education of the individual student and the whole class; in addition, they will miss out on important daily communication and instructions.

We will be monitoring your child's arrival times over the next month and expect to see an improvement. If there is no improvement, you will be contacted to discuss consequences and a plan of action to remedy the situation.

Please sign this letter and return to your classroom teacher on the next school day.

Thank you for your assistance in this matter.

Yours sincerely

Principal

I have read and understand the above letter regarding lateness.

I understand and will endeavour to have my child/ren at school by 7:45AM each day.

Name of Pupil: _____ Form: _____

Parent/Guardian Signature: _____ Date: _____

Lateness - Continued Lateness to school

LATENESS

Continued

Dear Parents,

I am writing to once again express my concern regarding the punctuality of your child _____. You have received prior notification of our concern through the "Lateness First Warning" letter, which you signed; agreeing to endeavour to have your child at school by 7:45AM. Lateness has continued, however, and there have been _____ instances of lateness in the past month.

According to our school policies, each 5 late arrivals equate to 1 day's absence. These absences will be marked accordingly as a full day of absence.

Please note that absences are reported to KHDA and form a part of your child's official record.

I trust you can understand the importance of rectifying this situation immediately and we request that you ensure your child arrives by 7:40AM consistently from now on.

Thank you for your assistance in this matter.

Yours sincerely

Principal

I have read and understand the "Lateness Continued Letter" and understand that future late arrivals will be marked as official absence on school reports at the ratio of 5:1. I agree to have my child at school by 7:40AM every day to avoid this.

Name of Pupil : _____ Form: _____

Parent/Guardian Signature: _____ Date: _____

Late - Picking up from School

LATENESS

Picking up from School

Dear Parents of [insert name]

Childs Name: [Insert name]

Class: [insert class]

Our records indicate that your child is being collected from school very late each day. Please be reminded that the school day concludes at 2:40PM and it is expected that all students depart by the latest at 3:00PM, unless they are registered for an after-school activity.

Our first priority is the well-being of our students and we trust you understand that we cannot risk having students without supervision.

I trust you will attend to this and arrange for earlier collection. I thank you for your understanding and look forward to confirmation of such.

Thank you for your assistance in this matter.

Yours sincerely

Principal

I have read and understand the "Lateness After School Letter" and understand that there is no supervision after 3:00PM. I will make arrangements for my child to be collected by 3:00PM.

Name of Pupil: _____ Form: _____

Parent/Guardian Signature: _____ Date: _____