مدرسة اركاديا البريطانية
ARCADIA BRITISH SCHOOL

Behaviour and Character Policy

This policy is reviewed annually to ensure compliance with required regulations

Approved/reviewed by	**Executive Principal and Assistant Headteachers (Pastoral)**
Date of review	**July 2026**
Date of next review	**July 2027**

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1. Policy Statement

Arcadia School comprises a caring community in which all members are actively encouraged to respect one another.

2. Values and Vision

At Arcadia British School, we believe behaviour is not simply about compliance or sanctions, but about developing character, relationships, and community. We aim to nurture lifelong learners who demonstrate integrity, compassion, resilience, and leadership both in school and beyond.

We strive to provide a safe, disciplined environment where students can learn effectively, respect one another, and develop high aspirations. Our goal is for all students to grow into well-informed, well-balanced, and confident individuals.

This policy ensures a consistent approach to behaviour, underpinned by our Core Arcadia Values, which guide decision-making, relationships, and expectations across all aspects of school life.

- **Altruism** - Helping others in need, a selfless act of kindness.
- **Respect** - Thinking about other people's feelings or accepting someone for who they are, despite your own thoughts.
- **Compassion** - Considering what other people are going through and supporting them
- **Aspiration** - Setting ourselves high expectations in everything we do, so that we give ourselves the best chance of succeeding.
- **Determination** - When times are tough, you find strength and willpower to keep on going until you succeed.
- **Integrity** - Being strong enough to know what you do is the right thing. You tell the truth and treat those around you with kindness.
- **Adventure** - Pushing yourself out of your comfort zone to experience something new and exciting.

This broad aims of this policy are:

- Outline the rewards, consequences, sanctions and interventions used by the school to recognise positive behaviour and intervene where behaviour does not meet expectations to bring about improvement.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying (see Anti Bullying Policy).
- Outline how students are expected to behave.

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management and rewards.

3. Legislation and linked policies

This policy is informed by:

- KHDA expectations,
- UAE Federal Law No. 3 of 2016 (Wadeema's Law),
- Keeping Children Safe in Education (KCSIE),
- safeguarding guidance,
- restorative practice research,
- wellbeing guidance,
- inclusion and SEND guidance.

This policy should be read alongside:

- Safeguarding Policy
- Inclusion Policy
- Online Safety Policy
- Attendance Policy
- Child Protection Policy
- Staff Code of Conduct
- Mobile Phone Policy
- Standalone Anti-Bullying Policy
- SEND Policy

4. Roles and Responsibilities

The Role of Governors

Governors are responsible for monitoring the effectiveness of the policy, ensuring statutory compliance, supporting the school's strategic vision, and reviewing behaviour and safeguarding trends.

Headteacher

The Headteacher is responsible for ensuring a positive school culture, embedding the Arcadia Values, maintaining consistency, supporting staff, approving suspensions or exclusions, and overseeing safeguarding and wellbeing systems. The Principal also ensures that behaviour systems remain fair, restorative, values-led, and centred on the needs of students.

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Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) are responsible for supporting staff with behaviour management, monitoring behaviour trends, ensuring consistency across the school, leading restorative and reintegration processes, supporting vulnerable students, and coordinating effective intervention strategies.

The Role of the Key Stage Leads and Heads of Year

Heads of Key Stage and Heads of Year play a pivotal role in pastoral leadership. They are responsible for building strong relationships, monitoring student wellbeing, identifying patterns, supporting students and families, leading restorative conversations, and promoting a positive school culture. In addition, they support key processes such as reflection, reintegration, intervention, recognition, and the development of student leadership.

Teaching and Support Staff

Staff are responsible for implementing the behaviour policy consistently, modelling positive behaviour and strong character, and accurately recording behaviour incidents in line with school procedures. They play a key role in creating safe, structured learning environments through the use of consistent routines and clear expectations.

In addition, staff are expected to build positive relationships with students, recognise and reinforce positive choices, and respond to behaviour calmly, proportionately, and with a restorative approach. They should maintain high expectations, challenge behaviour respectfully, preserve dignity, and support students in reflecting on their actions and developing positively.

Incidents that lead to recognition or reflection should be recorded on the relevant platform (iSAMS, CPOMS or Go4Schools), ensuring that staff follow the clear procedures in place.

Parents

Parents are expected to support their child in adhering to the school's expectations, including standards of uniform and behaviour, both in school and in relation to social media. They should reinforce the values and expectations of the school at home and work in partnership to promote positive behaviour in line with the school's values and code of conduct.

Parents are also expected to inform the school of any changes in circumstances that may affect their child's behaviour, discuss any concerns promptly with the appropriate member of staff, and adhere to the Parent School Partnership Contract.

Students

Students are expected to demonstrate the Arcadia Values, contribute positively to the school community, reflect on their choices, respect others, take responsibility for their actions, and work to repair relationships where required.

Students are also encouraged to seek support when needed, support their peers, demonstrate leadership, and play an active role in contributing to a positive and inclusive school culture.

Staff Training

Staff at Arcadia uphold a whole-school approach to behaviour by consistently modelling the Arcadia Values and fostering positive relationships. Through ongoing professional development, staff are equipped with the knowledge and skills required to respond effectively to behaviour, including restorative approaches and safeguarding procedures.

As part of annual training, staff receive guidance on key areas such as behaviour management and the use of consistent language and strategies, where applicable. Additional, targeted training is provided where needed to ensure staff feel confident and supported in managing behaviour and implementing the procedures outlined in this policy.

Communication and Recording

Clear and timely communication with parents is central to our approach. Where reflection is required, parents will be informed in advance wherever possible. However, the school reserves the right to implement immediate reflection where necessary, with communication to parents taking place promptly.

All behaviour incidents, including those leading to recognition or reflection, are recorded on CPOMS or Go4Schools in line with school procedures. This allows for effective monitoring of individual incidents as well as identifying patterns or trends over time. Where patterns of behaviour emerge, the school will communicate with parents to ensure a collaborative, supportive approach in addressing concerns and promoting positive outcomes for students.

The school will use a range of communication methods, including email and telephone, to keep parents informed. It is important that parents engage with these communications and, where necessary, work in partnership with the school to support their child in meeting expectations and maintaining positive behaviour.

5. Managing Behaviour

a. Arcadia Character ARC (Ask, Remind, Consequence)

In classrooms and across the Arcadia community, students are recognised and supported through the Arcadia Recognition System, aligned to the Arcadia Values. We recognise, reward, and celebrate both growth and achievement, with students receiving recognition (e.g. house points) when they demonstrate behaviour and character that go beyond expectations and contribute positively to the school community.

Where behaviour falls below expectations, students are supported through guidance, reflection, and restorative approaches, ensuring they understand their choices and are supported to improve and move forward positively.

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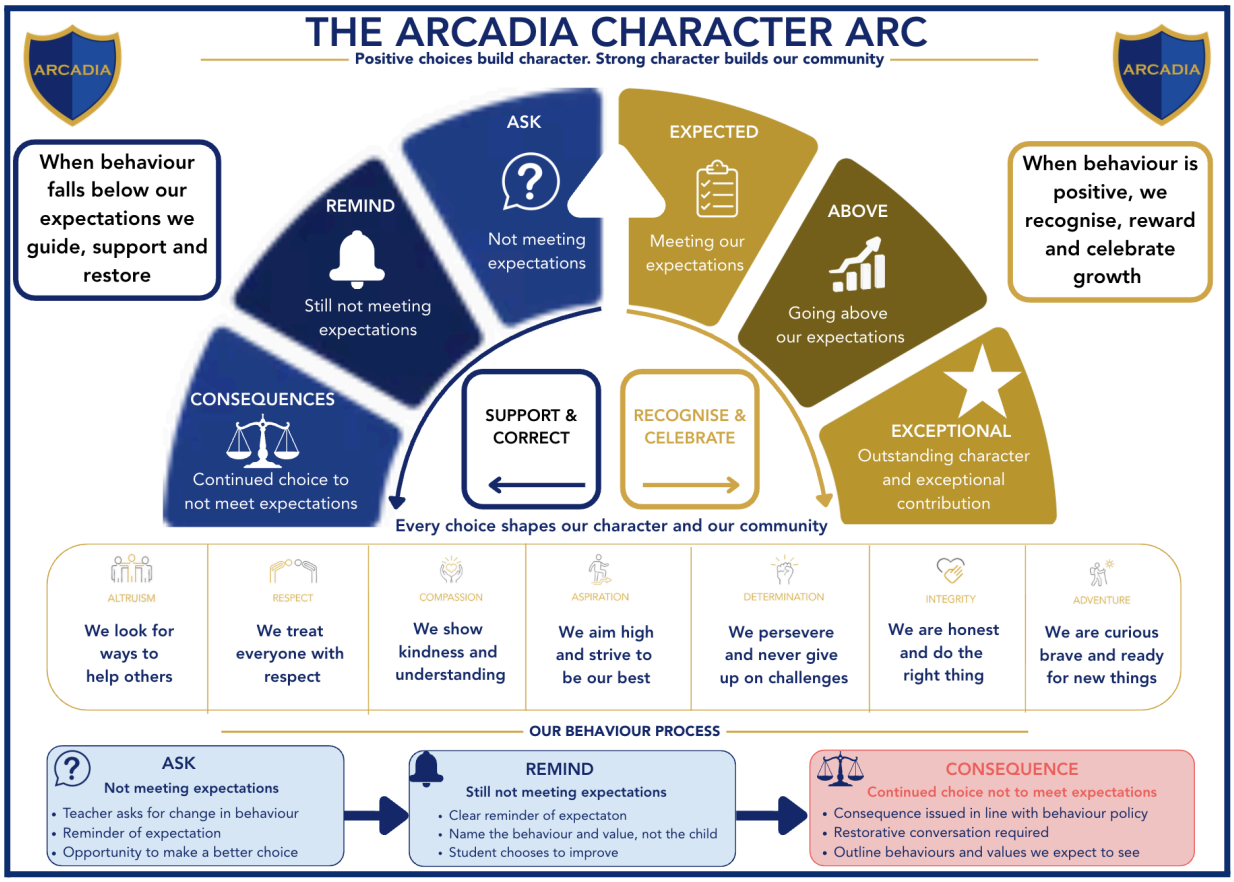

b. Rewarding Good Character and Positive Behaviour

We are committed to supporting high standards of behaviour. Students are able to voice their opinions about behaviour in school and help to strengthen school policy.

Our focus at Arcadia is to recognise and reward positive behaviour while fostering a culture of respect, underpinned by the Arcadia Values. We believe that positive choices build character, and strong character builds our community. Positive behaviour reflects readiness to learn, respect for others, and the values we promote, and is explicitly taught so that students understand what is expected and encouraged. Our behaviour curriculum clearly defines these expectations, focusing on developing character rather than simply identifying undesirable behaviours.

The Arcadia Recognition System supports this by celebrating contribution, recognising effort, reinforcing positive behaviour, developing character, and strengthening a sense of belonging. Recognition is not limited to outcomes, but also values the qualities that build character, including effort, resilience, kindness, leadership, improvement, and contribution to others.

Positive behaviour at Arcadia is defined as behaviour that reflects our values and contributes positively to our community. It is characterised by actions that demonstrate respect, compassion, integrity, and a commitment to the wellbeing, rights, and success of others.

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We believe that **positive choices build character, and strong character builds our community**.

Positive behaviour is explicitly taught through the Arcadia Values:

- **Altruism, Respect, Compassion, Aspiration, Determination, Integrity, Adventure**

The following are some examples of the types of positive behaviour we see in Arcadia:

- Strong attendance and punctuality
- Being well-prepared and equipped for learning
- Active engagement in lessons and school life
- Contributing positively to discussions and group work
- Supporting peers academically and socially
- Demonstrating kindness, empathy, and respect
- Showing resilience and determination in learning
- Taking responsibility and acting with integrity
- Representing the school with pride

We reward and celebrate students by using the following:

- Words of praise and appreciation
- House points
- Written feedback and praise in books
- Messages home (email, phone, postcard)
- Work displayed
- Weekly Value Awards
- Celebration Assemblies
- Displaying work and pictures throughout school
- Certificates
- Postcards
- Annual whole school prize giving
- Leadership opportunities (e.g. responsibilities)
- Special events and activities
- Front of queue passes
- SLT email to parents
- Celebration on Arcadia social media
- Reward experiences (e.g. events, trips)

c. Staff Expectations

Our **staff model** and respond to behaviour in line with the core values of Arcadia. The following are some examples of how staff model these values:

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At Arcadia, our values underpin all aspects of school life and guide the way staff interact with students and with one another. They are explicitly modelled by staff to create a positive, respectful, and inclusive environment where strong relationships and character can develop.

- **Altruism** - Staff support colleagues and students selflessly, contribute to the wider school community, and offer help without expecting anything in return.
- **Respect** - Staff treat all students and colleagues with courtesy and consideration, value differences, and model positive, professional relationships at all times.
- **Compassion** - Staff show care, empathy, and understanding towards students and colleagues, responding thoughtfully to individual needs and circumstances.
- **Aspiration** - Staff set high expectations for themselves, their colleagues, and their students, promoting a culture of ambition, growth, and continuous improvement.
- **Determination** - Staff demonstrate resilience and perseverance, maintaining high standards and supporting students and colleagues to overcome challenges.
- **Integrity** - Staff act with honesty and professionalism, making the right decisions even when they are difficult, and taking responsibility for their actions.
- **Adventure** - Staff embrace new ideas and approaches, show curiosity, and model a willingness to take positive risks in teaching, learning, and leadership.

These values are central to building a culture in which staff lead by example and foster a community in which students feel supported, challenged, and inspired to succeed.

d. Managing behaviour in the classroom

At Arcadia British School, effective behaviour management is rooted in our belief that values guide our choices. Through the Character Arc, we aim to develop respectful, responsible, and self-regulated young people by creating calm, purposeful, and inclusive classrooms. Positive relationships, clear expectations, consistency, and high standards enable students to thrive academically, socially, and emotionally. Staff play a vital role in modelling our values and supporting students to make positive choices that strengthen both behaviour and character.

To ensure consistency across the school, all classrooms should demonstrate the following expectations:

- **Clear Expectations and Consistent Routines:** Classroom expectations, rules, and routines are explicit, consistently applied, and understood by all students.
- **Positive Relationships and Communication:** Staff use positive, encouraging language, maintain a warm, respectful tone, and actively listen to foster strong relationships and student engagement.
- **High Expectations for All:** Learning is appropriately challenging, students are encouraged to strive for their best, and staff maintain high expectations alongside appropriate support.
- **A Calm, Confident and Consistent Presence:** Staff model professionalism through calm assertiveness, visible confidence, consistency in behaviour management, and positive role modelling.
- **A Well-Organised Learning Environment:** Classrooms are tidy, attractive, and well-planned to promote

independence, ease of movement, and effective access to resources.

- **Clear Learning Structures and Preparation:** Lessons are well organised, with clear instructions, appropriate learning tasks, and visual supports (where appropriate) to help students understand routines and expectations.
- **Purposeful Classroom Organisation:** Seating plans and classroom organisation are used strategically to maximise learning, engagement, and positive behaviour.
- **Consistency and Inclusion for All Learners:** Staff are informed of student needs and support strategies to ensure consistency, inclusion, and effective behaviour support across all lessons.

6. Supporting students to demonstrate Positive Behaviour & Character

a. Arcadia Recognition System (Appendix A)

Recognising Positive Choices. Celebrating Character. Inspiring Excellence.

The Arcadia Recognition System is designed to celebrate contribution, recognise effort, reinforce positive behaviour, develop character, and strengthen a sense of belonging within our community. Recognition focuses not only on outcomes, but on the values and behaviours that underpin success

Expected

At an expected level, students consistently meet expectations by demonstrating readiness to learn, showing respect, and contributing positively to the school community. Recognition at this level may include verbal praise, acknowledgement, and positive feedback that reinforces these behaviours.

Above

Students who go above expectations demonstrate leadership, determination, positive influence, service, resilience, and support for others. Recognition at this level may include recognition points, postcards, celebration mentions, tutor recognition, and opportunities for leadership.

Exceptional

At an exceptional level, students demonstrate sustained and outstanding contributions, consistent leadership, and a strong embodiment of the Arcadia Values, including service to the wider community. Recognition at this level may include Principal recognition, awards, trips, certificates, celebration events, and formal leadership roles.

Recognition Philosophy

Recognition at Arcadia is underpinned by a clear philosophy. It should be authentic, values-led, relational, specific, and inclusive. Staff are encouraged to recognise not only academic success, but also effort, improvement, perseverance, contribution, kindness, and leadership, ensuring that all students feel valued and motivated to develop their character.

a. Arcadia Behaviour Pathway - Levels of Behaviour and Consequences (Appendix B)

Supporting Positive Choices. Restoring Relationships. Building Better Futures.

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At Arcadia, we believe that positive behaviour and strong character are fundamental to creating a safe, respectful, and inclusive learning environment where every student can thrive. Students are expected to take responsibility for their actions, reflect on their choices, and respond positively to guidance and support. Equally, all staff share responsibility for maintaining high standards of behaviour and fostering a culture where students feel safe, supported, and able to succeed.

The Arcadia Behaviour Pathway provides a clear, consistent, and restorative framework that supports students in making positive choices, understanding the impact of their actions, repairing harm, restoring relationships, rebuilding trust, and successfully reintegrating into the school community. Our approach focuses on learning and growth rather than punishment, recognising that mistakes present opportunities for reflection, development, and positive change.

Consequences for below-expected behaviour are fair, proportionate, age-appropriate, and applied consistently. They are not used in isolation but are balanced with guidance, support, and restorative conversations that help students understand why a behaviour is considered unsafe, inappropriate, or inconsistent with our values. Wherever possible, actions are tailored to individual circumstances and needs.

Within the classroom, staff use a values-led approach centred on clear expectations, positive relationships, reflection, and restoration. Most behaviours are addressed through supportive interventions, reminders, and opportunities for students to make better choices before consequences are applied.

The Behaviour Pathway follows a three-stage process of Ask, Remind, and Consequence, helping students understand expectations and providing opportunities to learn from their choices. While most incidents will be managed through this graduated approach at the redirection and reflection phase, more serious, unsafe, or highly disruptive behaviours may result in a student moving directly to a higher stage of the pathway (restore or rebuild). Such incidents are thoroughly investigated, all parties are given the opportunity to be heard, and parents will be informed where appropriate.

At Arcadia, restoring relationships quickly and effectively is a priority. Students are supported in reflecting, understanding the impact, repairing harm, rebuilding trust, and moving forward positively. Every student is given the opportunity for a fresh start, recognising that strong character is developed through reflection, responsibility, and growth.

There is a 3-step system for teachers to follow (Ask, Remind, Consequence)

Students are clearly asked and reminded to demonstrate the expected behaviour. This focuses on calm correction and support to help students re-engage positively with their learning. It typically addresses low-level behaviours such as being off-task, minor disruption, poor organisation, calling out, or lateness.

Staff responses may include non-verbal cues, reminders, positive redirection, restorative language, and opportunities for students to reset. This stage is managed within the classroom and is not logged on Go4Schools.

Ask

Students are directly asked to follow the classroom instructions and guidance provided by the teacher.

Ask Examples:

- "I am **asking** you to focus on your work and show **Determination**."
- "I am **asking** you to listen respectfully to others and show **Respect**."
- "I am **asking** you to take responsibility for your learning and show **Integrity**."

Remind

Students are reminded to follow Arcadia British School values and class rules.

- "I am **reminding** you that showing **Respect** means listening when others are speaking."
- "At Arcadia, we show **Determination** by continuing even when something is challenging."
- "This is an opportunity to show **Integrity** by making the right choice now."
- "How can you demonstrate **Compassion** towards others in this situation?"
- "Think about how your behaviour reflects our values - what would a positive choice look like here?"

At this point, supportive action by teachers to prevent undesired behaviours should be implemented. Such as:

- Adaptation of the seating plan
- Adaptation of the classroom environment or resources needed
- Removal of distraction
- Additional tasks or roles to promote encouraged behaviour

Consequence

If below-expected behaviours persist following the Ask and Remind stage, a **Consequence** will be applied in line with **Redirect** behaviours. Teacher actions must include a 5-minute restorative conversation that provides students with the opportunity to reflect on their behaviour, understand its impact, and make clear links to school expectations and the Arcadia Values. A log of the incident will also be made on Go4Schools.

Consequences will be applied in line with the behaviour actions and consequences outlined in Appendix B, taking into account the severity, frequency, and context of the incident.

Yondr Phone Pouches

Following the introduction of Yondr pouches, there is a clear process for addressing any misuse, non-compliance, or breaches of expectations related to Yondr pouches. Please see the table below, which outlines the consequences based on the observed behaviour or action.

Behaviour	Points/Strand	Consequence
Avoiding or bypassing the pouch		
- Not bringing the pouch at all.	1st Offence = N/A 2nd Offence = Reflect 3rd Offence = Rebuild	1st Offence = Hand to HOY 2nd Offence = SLT Reflection. 3rd Offence = Internal Suspension.

- Bringing an old/empty phone to lock away. - Putting non-phone items (calculator/case) in the pouch - Not locking the pouch. - Attempting to open the pouch early.	1st Offence = Reflect 2nd Offence = Rebuild 3rd Offence = Restore	1st Offence = SLT Reflection. 2nd Offence = Internal Suspension. 3rd Offence = External Suspension.
Non-compliance		
- Refusing to hand over or lock the phone when asked. - Lying about needing phone access (fake emergencies). - Attempting to open the pouch early.	1st Offence = Reflect 2nd Offence = Rebuild 3rd Offence = Restore	1st Offence = SLT Reflection. 2nd Offence = Internal Suspension. 3rd Offence = External Suspension.
Workarounds for internet/social access		
- Using hotspot. - Using VPNs or proxies on school systems. - Using a smartwatch. - Using the device to access social media/contact home.	1st Offence = Reflect 2nd Offence = Rebuild 3rd Offence = Restore	1st Offence = SLT Reflection. 2nd Offence = Internal Suspension. 3rd Offence = External Suspension.
Tampering with the pouch		
- Attempting to force open or damage the pouch. - Using magnets or tools to unlock it. - Swapping pouches with other students.	1st Offence = Reflect 2nd Offence = Rebuild 3rd Offence = Restore	1st Offence = SLT Reflection. 2nd Offence = Internal Suspension. 3rd Offence = External Suspension.

For further guidance, see the Yondr Student Phone Policy

b. Actions/Consequences

Reflection

Reflections are logged on Go4Schools. Reflection time is used as part of the restorative process to help a child rectify their behaviour and understand its consequences on their own learning and the learning of others. Reflection times increase in length and severity from Teacher Break Time, Lunch Time, to an SLT reflection.

Internal Suspensions

These are imposed by the Head of Primary/Secondary or the Executive Principal for serious breaches of behaviour. Suspensions can be imposed for up to three days and are served in school under the supervision of staff (internal).

A formal letter informing parents of an internal suspension will be sent, and they will be invited to attend a meeting with their child and relevant teachers to discuss the issues in more depth. The pupil will be encouraged to take full responsibility for his or her actions and to actively seek to understand and explain the consequences, as well as how he or she can avoid a recurrence of the incident. The school will make a counsellor available, if necessary, to enable full and productive consideration of the issues causing poor behaviour. A pupil/parent/school contract may be signed as a result of this meeting. All suspensions will be placed on the pupil's school record.

External Suspension

These are imposed by the Primary or Secondary Headteacher for serious breaches of behaviour or persistent failure to follow the Arcadia Values and rules. Suspensions can be imposed for up to three days and are served with parents or guardians.

A formal letter informing parents of an external suspension will be sent, and parents will be invited to attend a meeting with their child and relevant teachers, either with or without their child, to discuss the issues in more depth. The students will be encouraged to take full responsibility for their actions and to actively seek to understand and explain the consequences, as well as how they can avoid a recurrence of the incident. The school will make a counsellor available, if necessary, to enable a full and productive consideration of the issues causing poor behaviour.

A student/parent/school contract may be signed as a result of this meeting. All suspensions will be placed on the student's school record.

Exclusions

A pupil may be required to leave if the Executive Principal is satisfied that it is not in the best interests of the pupil, or of the School, that he/she remains at the School. In all cases, the Executive Principal reserves the right to exercise his discretion in determining the most appropriate sanction. Exclusion can occur only with KHDA's subsequent approval.

7. Assessment and Record Keeping

Investigations

At times, an investigation may be required following a behavioural concern or incident in school. Investigations are conducted to ensure a fair, transparent, and thorough understanding of the situation before any decisions are made.

The process is as follows:

- Initial Report: An initial statement will be taken from the staff member or individual who reported the incident. This provides the first account of what occurred and identifies any students or staff involved.
- Statements from Involved Parties: Subsequent statements will be taken from those directly involved and any witnesses to the incident. These statements help establish a clear and balanced understanding of events.
- Review of Evidence: CCTV footage will be reviewed as required to support the investigation and verify details provided in statements.
- Communication with Parents: An initial holding email will be sent to the parents or guardians of those involved, informing them that an incident has occurred and that an investigation is underway. Parents will be updated once the process is complete.
- Decision and Outcome: Once all information has been gathered and reviewed, a decision will be made regarding the student's conduct. Appropriate actions or sanctions will be determined in line with the school's Behaviour Policy.
- Parent Meeting: Meetings with parents will be arranged to explain the investigation process, share the outcome, and outline any next steps or support measures being put in place.
- Restorative Resolution: Where appropriate and with the agreement of all parties, a restorative conversation will be

facilitated. This allows students to reflect, repair relationships, and move forward positively.

To ensure a consistent, restorative, and evidence-informed approach to behaviour management, the school may use the following documentation and support tools:

Reflection Form
A structured tool used to support student reflection following an incident. It encourages students to consider their behaviour, understand its impact on others, and identify strategies for improvement, promoting responsibility, emotional awareness, and positive decision-making.

Witness Statement
A written account used to record an individual's first-hand observations of an incident. This includes relevant details such as the date, time, location, and actions observed to support accurate investigation, behaviour management, and restorative processes.

Behaviour Record
A structured log is used to document and monitor student behaviour over time. This enables staff and senior leaders to identify patterns, recognise triggers, and implement appropriate interventions and support strategies.

Behaviour Report
A daily monitoring tool used to track a student's behaviour across lessons, social times, and the wider school day. Students are supported to reflect on their conduct, work towards agreed behaviour targets, and receive regular staff feedback to encourage accountability and positive behavioural change.

Behaviour Agreement
A formal agreement is used to support behaviour improvement. Students reflect on their actions, agree on specific targets for improvement, and commit to positive change. This document may involve input and signatures from the student, staff, senior leaders, and parents/carers to ensure shared accountability and support.

Behaviour Tracker
A systematic tool used to monitor, record and analyse student behaviour trends across all year groups. These are monitored weekly through Go4Schools, helping staff identify trends, patterns and changes in behaviour. From here, individualised interventions can be applied to ensure consistency in behaviour management.

Individual Behaviour Plan (IBP)
A personalised support plan is implemented for students with persistent or additional behavioural needs. The plan outlines identified barriers, agreed strategies, targeted interventions, and monitoring processes to support sustained improvement.

KHDA Behaviour Letter / Warning Letters
Official communication issued to parents to inform them of a student's behaviour concern in line with the Knowledge and Human Development Authority (KHDA) guidelines. It outlines the nature of the incident/concern, actions taken by the school, and the expected next steps, ensuring transparency and parental involvement in behaviour management.

8. Behaviour Beyond School

Students are ambassadors for Arcadia, both inside and outside the school, and are expected to uphold the school's values and standards of conduct at all times. We recognise that behaviour beyond the school gates can directly impact student wellbeing, relationships, safeguarding, and the wider school community. Where behaviour outside of school negatively affects others or undermines Arcadia's values and expectations, the school reserves the right to investigate and respond proportionately, in partnership with students and families.

The school may respond to behaviour beyond school where it:

- impacts wellbeing,
- affects school relationships,
- damages reputation,
- impacts safeguarding,
- involves bullying or online harm.

This includes:

- social media,
- trips,
- transport,
- extracurricular activities,
- online communication.

9. Monitoring and Recording

Effective monitoring and recording are central to ensuring a consistent, proactive, and supportive approach to behaviour, wellbeing, and safeguarding at Arcadia. All behaviour incidents, including recognition and reflection, are recorded on Go4Schools and/or CPOMS in line with school procedures and CPOMS for safeguarding incidents. This enables staff to identify patterns, recognise positive behaviours, monitor wellbeing, and implement timely interventions where required.

Clear and timely communication with parents is an important part of our approach. Where reflection or intervention is required, parents will be informed wherever possible; however, the school reserves the right to implement immediate reflection when necessary, with communication following promptly. The school may use email, telephone, or meetings to maintain effective communication and work collaboratively with families to support positive behaviour and successful outcomes for students.

The school monitors:

- patterns,
- trends,
- wellbeing indicators,
- vulnerable groups,

- effectiveness of interventions.

This supports:

- early intervention,
- safeguarding,
- student support,
- strategic pastoral planning.

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Appendicies

Appendix A

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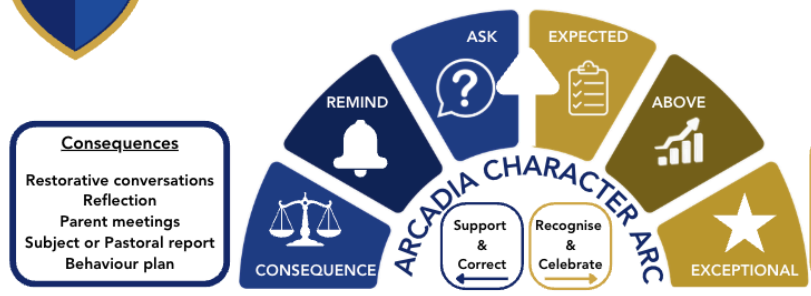
ARCADIA CHARACTER RECOGNITION

Recognising positive choices and celebrating character



Consequences

Restorative conversations
Reflection
Parent meetings
Subject or Pastoral report
Behaviour plan

More Rewards

Star of the week
Extra Curricular club/team
Subject Awards
Excellent Attendance

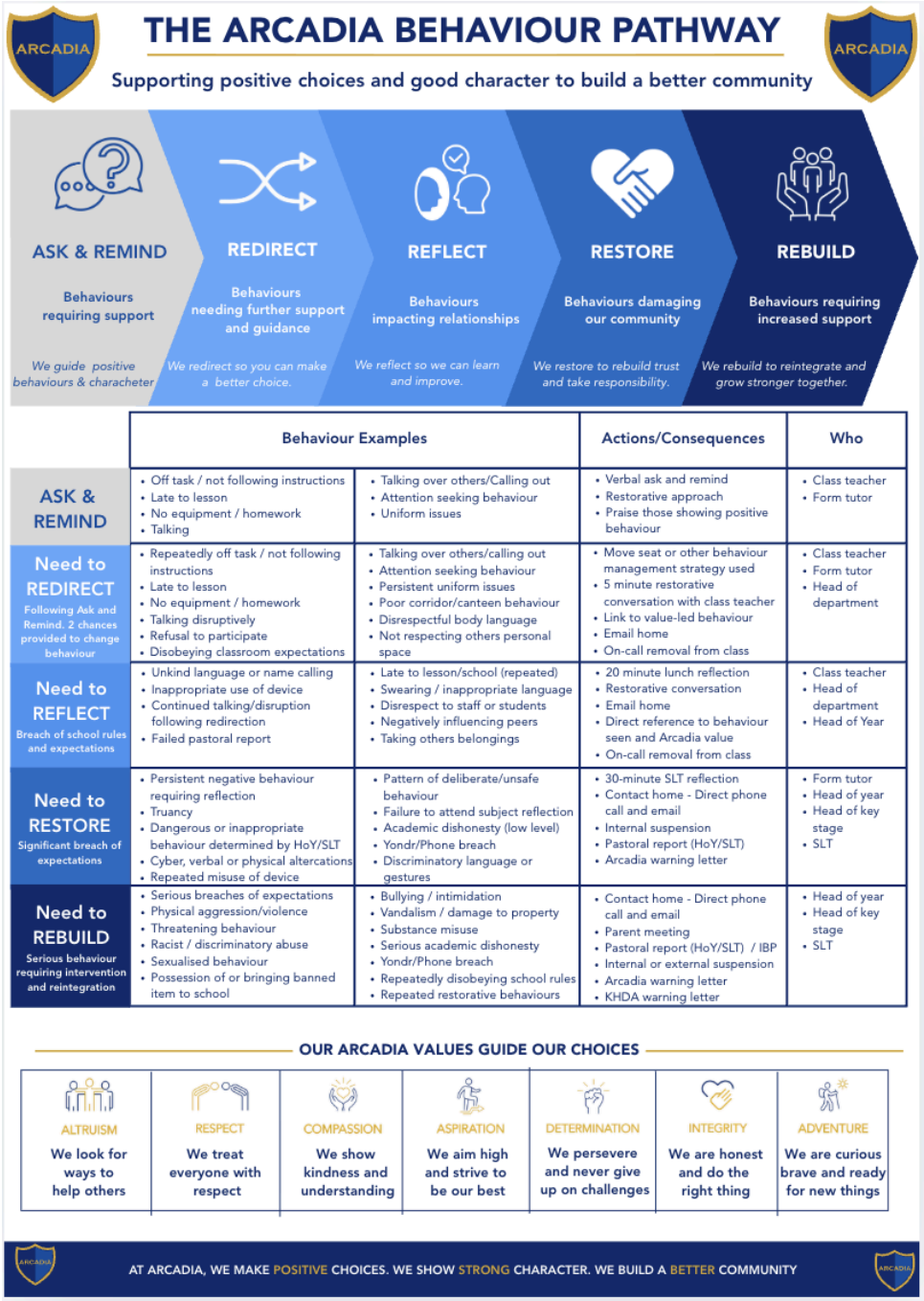
Value	Below (Ask, Remind, Consequence)	Expected (0 Reward Points)	Above (1 Reward Point)	Exceptional (3 Reward Points)
ALTRUISM	Stopping others from learning Intimidating, antagonistic or bullying behaviour	Supporting peers to achieve and make progress Being helpful to others or involving others in activities	Supporting others academically/emotionally Providing effective peer support to others	Standing up for others in times of need or difficulty Significant contribution to the wider community
RESPECT	Being rude or disrespectful to staff or peers Incorrect uniform or equipment Inappropiate or offensive language	Listen without interrupting Wear correct uniform and arrive equipped and ready Following staff instructions and rules first time	Treating others with kindness and empathy even when views differ High standards of presentation and conduct	Acting with maturity in challenging circumstances Challenging discrimination and promoting fairness
COMPASSION	Bullying (verbal, physical or cyber) Physical contact with peers Excluding or mocking peers	Greeting and thanking staff and students Helping others to manage emotions and stay calm	Show patience during group work or difficult situations Helping to peacefully resolve conflict between peers	Supporting others in times of difficulty or distress Having a sustained positive impact on the wellbeing of others
ASPIRATION	Making little or no effort in class Not completing class or homework Negative attitude to subjects	Having a positive attitiude towards lessons and learning Completing classwork and homework to a good standard	Responding positively to feedback to improve leanring Completing challenge or extension tasks	Making a special contribution to a subject or performance Achieving beyond target grades or exceptional progress
DETERMINATION	Giving up easily or refusing to engage Not responding to teacher reminders	Managing distractions and staying focused Maintaining positive effort and engagemnt in lessons	Showing improvement in work ethic, effort or attitude Participating positively or persevering in a challenge	Sustained resilience to overcome personal or academic challenges Inspiring others through commitment to success
INTEGRITY	Poor conduct outside of lesson time Academic or general dishonesty Inappropriate use of device	Taking responsibility for actions Doing the right thing even when nobody is watching	Showing a responsible and honest approach to learning Actively helping keep members of the school community safe	Consistently acting as a role model for others Doing the right thing even when it is difficult or unpopular to do so
ADVENTURE	Reluctance to participate respectfully in new experience or group work Refusing to engage positively in extra curricular activities	Active participation in lessons and new experiences Showing curiosity and wilingness to try new things	Demonstrating creativity and independence in work Taking positive risks in learning & embracing challenge	Showing exceptional curiosity, innovation or creativity beyond the class Embracing challenges that inspire others to grow

AT ARCADIA, WE MAKE POSITIVE CHOICES. WE SHOW STRONG CHARACTER. WE BUILD A BETTER COMMUNITY

مدرسة اركاديا البريطانية
ARCADIA BRITISH SCHOOL

Appendix B

Secondary



THE ARCADIA BEHAVIOUR PATHWAY

Supporting positive choices and good character to build a better community

ASK & REMIND	REDIRECT	REFLECT	RESTORE	REBUILD
Behaviours requiring support	Behaviours needing further support and guidance	Behaviours impacting relationships	Behaviours damaging our community	Behaviours requiring increased support
We guide positive behaviours & characheter	*We redirect so you can make a better choice.*	*We reflect so we can learn and improve.*	*We restore to rebuild trust and take responsibility.*	*We rebuild to reintegrate and grow stronger together.*

	Behaviour Examples		Actions/Consequences	Who
ASK & REMIND	• Off task / not following instructions • Late to lesson • No equipment / homework • Talking	• Talking over others/Calling out • Attention seeking behaviour • Uniform issues	• Verbal ask and remind • Restorative approach • Praise those showing positive behaviour	• Class teacher • Form tutor
Need to REDIRECT Following Ask and Remind. 2 chances provided to change behaviour	• Repeatedly off task / not following instructions • Late to lesson • No equipment / homework • Talking disruptively • Refusal to participate • Disobeying classroom expectations	• Talking over others/calling out • Attention seeking behaviour • Persistent uniform issues • Poor corridor/canteen behaviour • Disrespectful body language • Not respecting others personal space	• Move seat or other behaviour management strategy used • 5 minute restorative conversation with class teacher • Link to value-led behaviour • Email home • On-call removal from class	• Class teacher • Form tutor • Head of department
Need to REFLECT Breach of school rules and expectations	• Unkind language or name calling • Inappropriate use of device • Continued talking/disruption following redirection • Failed pastoral report	• Late to lesson/school (repeated) • Swearing / inappropriate language • Disrespect to staff or students • Negatively influencing peers • Taking others belongings	• 20 minute lunch reflection • Restorative conversation • Email home • Direct reference to behaviour seen and Arcadia value • On-call removal from class	• Class teacher • Head of department • Head of Year
Need to RESTORE Significant breach of expectations	• Persistent negative behaviour requiring reflection • Truancy • Dangerous or inappropriate behaviour determined by HoY/SLT • Cyber, verbal or physical altercations • Repeated misuse of device	• Pattern of deliberate/unsafe behaviour • Failure to attend subject reflection • Academic dishonesty (low level) • Yondr/Phone breach • Discriminatory language or gestures	• 30-minute SLT reflection • Contact home - Direct phone call and email • Internal suspension • Pastoral report (HoY/SLT) • Arcadia warning letter	• Form tutor • Head of year • Head of key stage • SLT
Need to REBUILD Serious behaviour requiring intervention and reintegration	• Serious breaches of expectations • Physical aggression/violence • Threatening behaviour • Racist / discriminatory abuse • Sexualised behaviour • Possession of or bringing banned item to school	• Bullying / intimidation • Vandalism / damage to property • Substance misuse • Serious academic dishonesty • Yondr/Phone breach • Repeatedly disobeying school rules • Repeated restorative behaviours	• Contact home - Direct phone call and email • Parent meeting • Pastoral report (HoY/SLT) / IBP • Internal or external suspension • Arcadia warning letter • KHDA warning letter	• Head of year • Head of key stage • SLT

OUR ARCADIA VALUES GUIDE OUR CHOICES

ALTRUISM	RESPECT	COMPASSION	ASPIRATION	DETERMINATION	INTEGRITY	ADVENTURE
We look for ways to help others	We treat everyone with respect	We show kindness and understanding	We aim high and strive to be our best	We persevere and never give up on challenges	We are honest and do the right thing	We are curious brave and ready for new things

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Appendix C

ABS SECONDARY BEHAVIOUR and CHARACTER POLICY

Year 7-13: Teacher Assess Behaviour

Should the behaviours be TEACHER managed or LEADERSHIP managed?

TEACHER MANAGE BEHAVIOURS ASK, REMIND, REDIRECT, REFLECT	LEADERSHIP MANAGE BEHAVIOURS REFLECT, REBUILD, RESTORE
Uniform Violation Incorrect uniform / make-up	**Physical Aggression (Intent)** Hitting, kicking or pushing with intent to do harm
Lateness & Corridor/Canteen behaviour Poor punctuality and poor behaviour outside the classroom	**Abusive Language** Discriminatory or offensive language towards others
Misuse of IT Computers/Devices	**Threat / Verbal / Cyber Bullying** Threats of aggression against another person
Disruption Disturbing other students	**Theft or Vandalism** Theft or major vandalism
Classwork or Homework Violation Poor standard or no classwork/homework completed	**Physical Contact/Aggression** Physical or Ssexual contact with another person
Defiance / Disrespect Refusing instructions or showing disrespect	**Truancy** Truancy of lessons
Inappropriate or Unkind Language Name calling / Swearing	**Substance Abuse** Smoking / Illegal drugs
Property Misuse Minor vandalism	Misuse of IT Computers/Phones/Sharing of images

TEACHER

STAGE 1: VERBAL 1ST WARNING GIVEN (ASK)
REMINDER OF APPROPRIATE BEHAVIOUR

STAGE 2: FIRST FORMAL ACTION (REMIND)
REMINDER OF APPROPRIATE BEHAVIOUR + STRATEGY USED

STAGE 3: SECOND FORMAL ACTION (REDIRECT)
RESTORATIVE CONVERSATION AND LOGGED ON GO4SCHOOLS

STAGE 4: SECOND FORMAL ACTION (REFLECT/DUTY ON CALL)
LUNCH REFLECTION
BEHAVIOUR LOGGED ON GO4SCHOOLS AND PARENTS INFORMED (24 HRS NOTICE)

LEADERSHIP

STAGE 1: COLLECTED BY HOY, KS3 LEAD, SLT
TIME OUT OF CLASS WITH LEADERSHIP
LEADERSHIP TO MAKE INFORMED DECISIONS ON NEXT STEPS. PARENTS INFORMED

STAGE 2: POTENTIAL SANCTIONS
SLT REFLECTION TIME
INTERNAL SUSPENSION (1–3 DAYS)
EXTERNAL EXCLUSION (1–3 DAYS)
WARNING LETTER
BEHAVIOUR LOGGED ON GO4SCHOOLS

STAGE 3: REINTEGRATION MEETING
INDIVIDUAL BEHAVIOUR PLAN (IBP) AND BEHAVIOUR REPORT SIGNED AND AGREED BY STAKEHOLDERS.
KHDA WARNING LETTER
ABS COULD ALSO REQUEST AN EDUCATIONAL PSYCHOLOGICAL REPORT.