



Primary Positive Behaviour Policy

Company/ Organisation:	Star International School Mirdif
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Policy:	The Star, Mirdif Way At STAR Mirdif, our approach to student behaviour is deeply rooted in our commitment to "Go Beyond" and our vision to "grow the future leaders and global citizens of tomorrow". We believe a positive school culture is the "heartbeat of our school" and the foundation for amazing learning. Our behaviour policy is not just a set of rules; it's a living document that defines our shared expectations and promotes the habits, values, and mindsets that shape the very best version of our school. By focusing on praise, encouragement, and rewards, we create a safe and engaging environment where students can thrive. Our school ethos is "good is the enemy of great", and we refuse to settle for "just enough". We strive for excellence by ensuring our school is free from bullying and intimidation, where everyone is treated with respect and care. This policy ensures that our expectations for behaviour, rewards, and consequences are clear and consistently applied by staff, parents, and students, reinforcing the school's commitment to "intelligent accountability" and a culture of high standards without fear. Aims and Principles: Our behaviour policy is designed to align with our core values, ensuring everyone is "rowing in the same direction". It's about what we do, not just what we say. • To Go Beyond: We encourage students to embrace the "Go Beyond" mindset, which means aspiring for excellence, not settling for complacency. This includes taking personal responsibility for their behaviour, reflecting on how their actions affect others, and understanding that choices have consequences. • Self-Belief and Respect: We nurture every child's sense of self-worth and a culture of self-discipline and self-respect. Our goal is for every pupil to feel

valued and safe, so they can enjoy their day and succeed.

- Teamwork: This policy fosters a consistent, whole-school approach where all members of our community—students, staff, and parents—are active participants and role models. It helps families reinforce shared values at home and builds positive relationships between the school and parents.
- Adventure: We aim to equip students with the skills to navigate challenges. This includes helping them develop effective strategies for managing conflict, supporting their high standards of learning, and encouraging them to contribute positively to both the school and the wider community. This aligns with our mission to provide amazing learning opportunities and personalised pathways that empower students to achieve their personal best both inside and outside the classroom.

School rules and classroom rules

The school rules apply to the whole school community, across all activities organised and run by the school, regardless of time or day, i.e. behaviour on the school bus, Extra Curricular Activities (ECAs) and trips, as well as lesson and play times. The school rules have been written to be easy for children, parents, and all staff to understand and recall. We believe in the importance of clear and consistent classroom routines, which should be adhered to, creating a culture of rewards for success alongside intrinsic motivation.

Our School Rules

1. We are respectful – we value ourselves and all others equally.
2. We are kind – we use kind words and actions to spread positivity.
3. We recognise the feelings of others – we find ways to support our peers.
4. We are honest – we are honest and truthful even when it is difficult.
5. We work hard – we try hard to show personal excellence.
6. We show good manners – we speak politely and respectfully to everyone.
7. We are mindful of our environment – we take responsibility for our environment and the wider world.

The school rules are clearly displayed in each classroom. Children will have the school rules explained to them regularly. It is the responsibility of all staff to have high expectations of pupils in terms of the choices they make.

What the staff can expect of children:

- to consistently demonstrate their 'Star Self' and emulate the Star culture expectations and behaviour, found [HERE](#);
- to be polite to teachers, all staff members, other children and visitors, and to respect the authority of the adult in charge;
- to listen to adults and each other at all times and to consider each other's feelings and viewpoints;
- to walk around the school calm and purposeful;
- to take a positive role in all classroom activities and to try as hard as they can;
- to value each other's work;
- to work and play cooperatively with each other;
- to tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to");
- to accept a solution or consequence if they have done something wrong;
- to be able to reflect on their behaviour when they have misbehaved or hurt someone, and to consider choices;
- to care for the school and its equipment;
- to respect their own personal space and that of others;
- to feel responsible for giving a good impression of themselves and the school, both within and outside the school.

What the children can expect of the staff at Star:

- to consistently demonstrate their 'Star Self' and model the Star Staff culture

- expectations and behaviour, found [HERE](#)
- to listen to them and to hear their point of view;
- As a no-shouting school, we speak politely and use a calm, respectful tone with others at all times.
- to value all aspects of their achievements;
- to be fair, clear, firm, consistent, positive and understanding;
- explaining and role modelling the behaviour we want;
- encouraging pupils to be responsible for their own behaviour and goals;
- letting parents know about their children's exemplary behaviour;
- rewarding individuals and groups of pupils through house points and end-of-term celebration assemblies
- Using 'Circle Time' activities as appropriate;
- Receive Star badge Awards for Core Values.
- to ensure their environment is safe;
- to talk with them about things that may go wrong and reflect, so children understand the difference between right and wrong and why we have rules;
- explaining the reasons for any consequences;
- to create a positive environment in the classroom and playground;
- to be in charge and maintain order so that everyone may benefit from a positive environment;
- to supervise the playground well;
- to trust them and to care about them equally;
- to treat them as individuals and to take an interest in their lives;
- to see each day as a fresh start.

Role of the Classroom Monitors

It is important for children to feel responsible for their surroundings, so teachers appoint classroom monitors to do jobs around the classroom. Children are to be rotated, giving all children the opportunity to take the responsibility of being a class monitor. Classroom monitors act as good role models for the rest of the class, displaying exemplary behaviour when carrying out their duties.

Role of our student leaders

The Pupil Parliament, along with the Head boy/Head girl, Prefects, Green Team and House Captains, meet regularly and as part of their duties, pupils act as role models for other children around the school and bring about positive changes leading to school improvement.

Role of the Parents

Parents have a vital role to play in their children's education. Parents must support their child's learning and cooperate with the school. We expect parents to be aware that the school has rules and that they support the school's decisions when applying consequences. We encourage parents to contact the class teacher with any concerns about behaviour via email. We are very conscious of having strong links with parents and good communication between home and school. Please refer to the Parent Handbook found: [Parent Handbook](#)

Role of Class Teachers

It is the responsibility of class teachers to have high expectations of pupils in terms of the choices they make, their behaviour and relationships.

Teachers must consistently apply the school system's behaviour management:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly;
- praising children – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our core values and/or school rules;
- treating pupils fairly and with respect and understanding, listening to children and promoting a language of choice;
- manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- being a positive role model by actively demonstrating our values;
- keeping records associated with our behaviour management, where necessary (praise) ;
- seeking help and support from middle and senior management, having followed our policy consistently;
- liaise and report to parents information about a child's behaviour, emotional needs and/or well-being at school;
- liaising with the school counsellor and inclusion team to support and guide the behaviour and emotional development of pupils.

The effectiveness of the policy will be considered at the end of each school year by the senior leadership team. The school uses the online behaviour tracker system to record incidents of misbehaviour found [HERE](#)

Role of the Principal

Our Principal upholds The Star, Mirdif Way by providing a clear framework for consistent behaviour monitoring across the school. As a leader, the Principal champions the school's mission to "Go Beyond" by ensuring all decisions are made with the utmost care and consistency. In consultation with the KHDA, the Principal is responsible for issuing external and permanent exclusions for individual pupils, a responsibility that is approached with a priority on safety and maintaining the integrity of our school culture.

The Principal is responsible for monitoring the implementation of this policy as part of regular observations and will report termly to the governors, ensuring accountability and continuous improvement. The effectiveness of the policy will be a key agenda item at the end of each school year for the senior leadership team. Our online system, ISAMs, is used not only to record incidents of misbehaviour but also to capture and celebrate moments of positive behaviour, reinforcing our proactive and celebratory approach.

Rewards and Consequences: A Culture of Aspiration

At STAR Mirdif, we believe in a balanced approach that champions a culture of aspiration over complacency. While consequences for inappropriate behaviour are applied fairly and consistently, the primary emphasis of this policy is to reward and praise. This is our way of promoting Self-Belief and encouraging students to "Go Beyond" every day, both in their learning and their behaviour.

We believe praise and encouragement should be used as much as possible. All staff members, from teachers to teaching assistants, are empowered to seek out opportunities to praise individuals for their hard work, positive attitude, or commendable behaviour. This is a crucial part of our Teamwork value, as we all contribute to nurturing a sense of belonging and self-worth in our students. We also encourage pupils to share their exceptional work with school leaders for special acknowledgement and awards, providing a platform to celebrate our students' journeys to "Go Beyond" and become future leaders.

STAR Corridor Conduct: Traffic Light Lanyard System

At STAR Mirdif, corridor transitions are an opportunity to *Show Respect*, ensuring movement is calm and purposeful. The Traffic Light Lanyard System is a shared strategy across Primary and FS that supports calm, purposeful movement and reinforces our culture of consistency, clarity, and care. All pupils are expected to respond immediately to visual cues and demonstrate their *Star Self* at all times.

Green Lanyard – **Star Standard**

What it means: Pupils are walking in line, quietly and respectfully, showing STAR values.

Teacher actions:

- Reinforce positively with a smile, nod, thumbs up, or brief praise.
- No verbal reminders needed—this is our *expected standard*.

Why it matters: Green signals excellence. It's the behaviour we want to see every time pupils move through shared spaces.

Yellow Lanyard – **Pause, Reflect, Adjust**

What it means: Pupils have started well but are slipping into low-level behaviours (e.g., quiet chatter, broken formation, slowing pace).

Teacher actions:

- Raise the yellow lanyard silently as a visual cue.
- Pupils pause, reflect, and adjust without verbal instruction.

Why it matters: Yellow resets expectations calmly and respectfully, helping pupils take responsibility without escalation.

Red Lanyard – **Not Meeting Expectations**

What it means: Behaviour is unsafe or disruptive (e.g., running, shouting, pushing, disturbing others).

Teacher actions:

- Raise the red lanyard and pair it with a clear verbal instruction: *"Show your Star Self."*
- Use at the start of a transition or when individual pupils are not acting safely (e.g., running to the toilet or clinic).

Why it matters: Red reinforces boundaries and ensures safety. It's a firm but fair reminder to uphold STAR standards.

Blue Lanyard – **Positive Recognition by Other Staff**

What it means: Staff not leading the line can use blue to acknowledge exemplary corridor conduct.

Staff actions:

- Signal praise with the blue lanyard.
- Award one house point per pupil for consistent STAR behaviour.

Why it matters: Blue builds community and shared responsibility. It celebrates excellence and reinforces our collective commitment to high standards

Leading the Line – STAR Tips for Teachers

- Positioning: Walk at the *middle front* of the line—not the very front. This allows full visibility of pupils ahead and behind.

- Scanning: Regularly look ahead, glance behind, and scan the line to maintain awareness.
- Presence: Your calm, confident presence sets the tone. Pupils mirror what they see- the STAR model.

Consequences for Unacceptable Behaviour in School/Bus: A "Go Beyond" Approach

At STAR Mirdif, a disciplined ethos is fundamental to our school culture and our commitment to Go Beyond. It is essential that all children, in school and on the bus, know and understand what is expected of them, creating an environment where everyone can thrive. We believe in providing children with the opportunity to reflect on and understand their mistakes. This process is deeply rooted in our values of Self-Belief and Respect, as it helps them develop a strong moral compass and the self-discipline to make better choices in the future.

When a child's behaviour is attention-seeking and others are not at risk, we use an approach that models Respect for their ability to self-correct. Teachers may apply "planned ignoring" by avoiding eye contact and instead focusing on and praising appropriate behaviour from other students. This allows the child to alter their behaviour without direct instruction, promoting their Self-Belief and encouraging them to tune in to what is expected.

The Colour-Coded Behaviour System

Our colour-coded behaviour system is a visual representation of our school's expectations and commitment to consistency. It is designed to be a pragmatic and empowering tool that helps every child make positive choices and Go Beyond. This system is displayed in each classroom, ensuring a shared understanding and a whole-school approach. It provides a clear, consistent framework that helps both students and staff promote our values.

The system is designed for:

- Empowerment: Give all children the opportunity to make positive choices and influence their own outcomes, reinforcing their Self-Belief.
- Celebration: Recognise and celebrate students who consistently meet expectations, fostering a culture of aspiration. Rewards such as House Points and Core Value Awards serve as a way to acknowledge this positive behaviour.
- Consistency: Ensure teachers have a consistent system to promote positive behaviours as part of their daily teaching practice.

If children make the right choices, they earn: House Points, stickers, and Core Value awards. If children make any wrong choices, they follow an ordered escalation of consequences, providing a clear and fair system for everyone.

Individual Rewards

Our reward system is a core part of our mission to ensure every member of our STAR Family achieves their personal best. It is designed to be motivational, helping children to see that good behaviour is valued and to encourage them to "Go Beyond." Rewards are given for both positive behaviour and a positive attitude toward academic work.

Rewards within the classroom are at the teacher's discretion and include:

- Verbal praise and affirmative gestures
- Praise communicated to parents
- Highlighting positive role models
- Class Dojos- [Policy Found HERE](#)
- House Points
- Values Award certificates and STAR lapel badges
- Stamps/stickers
- The opportunity to show exceptional work to other adults for recognition and praise

- Principal Go Beyond Award for exceptional achievement
- Certificates awarded during the termly "Celebration" assembly
- "Star of the Week" awarded during weekly class assemblies

The House System: Teamwork in Action

Our House System is a powerful tool that brings our Teamwork value to life. Children are allocated to one of four houses (Oryx, Falcons, Geckos, and Wildcats), and they can receive points on behalf of their house for excellent behaviour. This fosters a sense of collective responsibility and belonging, as students work together toward a shared goal. At the end of each term, the winning House will be celebrated with a trophy and through 'Go Beyond' Awards, recognising their teamwork and shared commitment to excellence.

Consequences for unacceptable behaviour in school/bus:

If a child continues to make inappropriate choices, we ensure they understand that there are consequences, reinforcing the idea that actions and choices have consequences for themselves and others. This is made explicit through a clear system of consequences that supports our school-wide commitment to consistency and fairness.

When implementing consequences, staff are guided by our Teamwork value, ensuring every action aligns with our shared ethos:

- Communication: Use developmentally appropriate language and clearly explain the reasoning behind any consequence.
- Consistency: Gather all necessary facts and independent witness accounts to ensure fairness and react in proportion to the incident.
- Empowerment: Offer children the choice to make the right decision from two clear options, with an explicit explanation of the consequences. This puts them in control and reinforces their Self-Belief.
- Proactive Support: Before a situation escalates, provide a clear warning of expectations and the consequences of repeated actions. For persistent behaviour, we can use target-setting or a behaviour management program as a collaborative approach to support the student's growth and help them Go Beyond.
- This system ensures that our approach to consequences is not about punishment but about teaching responsibility, promoting a culture of accountability, and supporting every child's journey to becoming a future leader.

Anti-Bullying: A Culture of Respect and Teamwork

- Bullying is anti-social behaviour that stands in direct opposition to The Star, Mirdif Way. Our approach is to embed our Anti-Bullying policy within a school culture that champions Respect, Teamwork, and Self-Belief. We believe that by creating an environment where everyone feels safe and valued, we can prevent bullying before it starts.
- We will proactively build a culture of mutual respect, fairness, and equality, ensuring all members of our community are protected. We provide support and management strategies that are practical and empowering, focusing on clear communication and consistent action. This is a team effort, and we will work together to ensure all students feel they belong and are supported. Our Anti-Bullying posters, displayed throughout the school, serve as visible reminders of our commitment to Respect for all and our collective responsibility to Go Beyond to protect one another.

Internal Reflections: A "Go Beyond" Approach to Accountability

- When a pupil has displayed a D2 or D3 behaviour, we may issue an Internal

Reflection, which serves as a focused opportunity for them to take ownership of their actions and "Go Beyond" to make a better choice next time. This period of 1-2 days, depending on the severity, is not a punishment but a structured time for reflection. During this time, students will continue their learning with work provided by their teachers, all under the supervision of a staff member.

As a part of this process, pupils will be asked to reflect on their actions, understand the consequences, and, through our Teamwork value and a restorative justice approach, write a statement and offer a sincere apology to those impacted. Parents will be informed, as we value our partnership and believe in our collective responsibility to support students. We will also utilise in-school counselling sessions to support pupils in a proactive approach to managing and improving their behaviour, reinforcing our commitment to their Self-Belief. The reflection form can be found here: [Behaviour Reflection Proforma](#)

Effective Consequences: A Restorative and Reflective Approach

At STAR Mirdif, we believe that effective consequences are restorative, reflective, and tailored to the individual child. This is an extension of our Respect and Self-Belief values, as we aim to teach, not just punish.

- **Developmentally Appropriate:** Consequences are fitted to the maturity and developmental stage of each child, ensuring they are understood and meaningful.
- **Restorative Justice:** A core tenet of our approach is helping students take responsibility and repair harm. This may include a verbal reprimand with a sincere apology, or a more structured process where a child faces the person they have hurt, acknowledges their feelings, and offers a verbal or written apology. This reinforces our Teamwork value by encouraging pupils to consider their impact on others.
- **Reflective Time:** For disruptive behaviour, particularly during lessons, a consequence may involve missing playtime. This time is not for punishment but for a purposeful reflection on behaviour, completing missed work, or simply self-regulating. This is logged on ISAMs to ensure we monitor the frequency and re-evaluate our approach if needed, aligning with our commitment to consistency and data-driven decisions.
- **Proactive Interventions:** For incidents of D2 and D3 behaviours, parents are contacted by the class teacher, Head of Year, or SLT. This open Communication is vital to our mission, as we believe in strong partnerships with our STAR Family. We use this as an opportunity to discuss the behaviour, set forth a plan of action, and reinforce our shared expectations.
- **Tailored Support:** Recognising that every child is on a unique journey, we employ a range of strategies to support them in improving their behaviour. This proactive approach may include a behaviour plan or report card, counselling intervention, mentorships, or restorative justice practices. These strategies are not punishments but tools to empower pupils to manage their behaviour effectively and to Go Beyond as they strive to achieve their personal best.

External Suspensions: Upholding Our Shared Values

In rare instances where a pupil's behaviour is severe or repeated, an external suspension may be necessary. This is not a punishment but a clear message that such behaviour is in direct opposition to The Star, Mirdif Way. This can last 1-3 days and is reserved for more extreme behaviours or when there is a considered safeguarding risk, prioritising the Respect and safety of our entire community. A compulsory reintegration meeting with parents will be held to ensure a smooth transition and a unified approach to the student's return.

Following a suspension, the Senior Leadership Team will conduct a mandatory reintegration meeting with the pupil and their parents. This forms the basis of our proactive approach to supporting pupils. It is an opportunity to reinforce our values, offer additional support, and empower pupils with the tools to manage their behaviour effectively and make positive choices moving forward, ensuring we all continue to 'Go Beyond'.

Formal Written KHDA warnings and undertaking documents

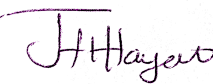
In situations where the school feels a pupil's conduct is serious enough to require more formal procedures, the school will request the involvement of KHDA. In this instance, approved KHDA procedures will then be initiated.

This is a process by which the school, in collaboration with the KHDA, decides a set of requirements for pupils and parents in order to allow the pupil to return to the school community. The school also outlines the support and provision it will provide to help the pupil re-integrate themselves. This is a formal process and is managed by the KHDA (This constitutes an initial written warning issued by the KHDA). In the event that 3 written warnings are issued over the course of a pupil's time at Star Mirdif International School, the pupil would face the possibility of permanent exclusion. This is done rarely and would require the approval of the KHDA.

The expectations from all parties are that the undertaking is kept for the foreseeable future. Further transgressions against this undertaking could lead to multiple written warnings and the consequences being discussed above.

The Colour Coded Behaviour chart Primary - Behaviour Chart

KS1 and KS2 - Behaviour Chart			
Self belief		Rewards	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
Teamwork		Rewards	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
Adventure		Rewards	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
Respect		Rewards	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
C1 Low level disruption		Consequences	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
C2 Repeated disruption		Consequences	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
C3 Disrespectful behaviour		Consequences	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
D1 Defiance/minor aggression		Consequences	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
D2 Serious incidents		Consequences	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback
D3 Severe/dangerous behaviour		Consequences	Links with Parents
- Values integrity in class without needing prompting - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries - Respects personal space and boundaries		- Classroom assistant (or parent) to monitor from start - Letter from teacher (or parent) to inform of progress - Behavioural contract (or parent) to monitor from start - Shows confidence when presenting class or work to the class	- Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback - Share feedback with Parents - share positive feedback

Prepared/Revised:	Jabeen Hayat Head of Primary and Designated Child Protection Officer		Date of Signature:	10/08/2026
Approved & Authorised:	Neal Oates Principal		Date of Signature:	10/08/2026