



## KIES Behaviour and Rewards Policy

September 2025

### Introduction

This policy operates on the principle that students should be empowered to take responsibility for their behaviour and learning. Its aim is to prepare them for life after school, facilitate positive contributions to society, and promote the wellbeing of the entire school community.

Students are expected to uphold the KIES Values of **Kindness**, **Imagination**, **Exploration**, and **Safety**. They should feel empowered to demonstrate kindness towards others, actively engage in their educational pursuits, and confidently develop new ideas while thoughtfully approaching challenges. All of this should take place within an environment that prioritises safety and mutual support.

Within the learning environment, students should follow our Learning Principles:

- **Knowledge**
- **Inspiration**
- **Engagement**
- **Skills**

Integrating these expectations forms the foundation of our Student Mission: Students are encouraged to **Aspire** to continually grow both academically and personally, **Achieve** their established targets, and **Advance** through ongoing self-improvement. Recognising that mistakes may occur, we view the correction of behaviours and attitudes as valuable learning opportunities for all stakeholders.

### Expectations

At KIES, we are committed to fostering students who are well-behaved, considerate, and prepared for learning:

- All staff members exemplify positive behaviour and serve as role models for our students.
- We maintain a collaborative partnership among parents/carers, staff, and students.
- Exemplary behaviour for learning is recognised as fundamental to achieving excellent outcomes.
- The KIES Mission, Vision, Values, and Principles are consistently upheld, ensuring high standards of behaviour within and beyond the classroom.
- Our core values are embedded in the daily life of the school.
- Students appreciate themselves and others in the community, respecting everyone's right to safety, enjoyment, and achievement.
- Both staff and students interact with mutual respect and dignity.



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- Every student is entitled to learn without disruption from others.
- Students are encouraged to take responsibility for their actions, reflect on their behaviour, and make amends when necessary.

### **Modelling our expectations**

Effective classroom management is fundamental to fostering positive and exemplary behaviour among students. A classroom that is well managed typically exhibits the following characteristics:

- Students are greeted by their teacher at the beginning of each lesson, which commences promptly and adheres to an established routine.
- Uniform standards are exemplary, with any issues addressed efficiently.
- Students demonstrate enthusiasm for learning, remain engaged, and consistently stay on task.
- Lessons progress at an effective pace and incorporate a variety of activities. Collaborative and mastery learning strategies are implemented as appropriate.
- Workbooks are presented neatly and marked in accordance with the school's marking policy.
- Students have a clear understanding of the steps required to achieve their full potential.
- The classroom environment is orderly, free from graffiti, and welcoming.
- Differentiation is suitably applied to meet the needs of the class and to support the learning and progress of all students.
- Task instructions are communicated clearly.
- Positive reinforcement is frequent; the 'Star of the Lesson' recognition is used to encourage engagement.
- Praise outweighs criticism throughout the lesson.
- The three strikes system is employed effectively to address low-level disruptions, applied consistently and equitably, and is well understood by both staff and students.
- Each lesson concludes in an organised and purposeful manner.

Staff who demonstrate effective classroom management exhibit the following qualities:

- They establish strong relationships with their class and can identify students by name.
- They maintain composure and interact with students in a respectful manner.
- They actively listen to students.



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- They seldom, if ever, raise their voice.
- They apply the three strikes system impartially, consistently, and clearly communicate the consequences of inappropriate behaviour.
- They address incidents of poor behaviour on Hala Campus and ensure parents or carers are informed.
- They engage in thorough lesson planning.

### Intervention and recording

There are several interventions and monitoring systems available to our students, each designed to provide targeted support and guidance. Below is a brief description of each, along with information on how students may access them or who initiates the process:

- **Form tutor Behaviour Report** – Records ongoing academic and pastoral support provided by tutors, helping to monitor students' progress and address any emerging concerns. Initiated by form tutors, but students can request support if needed.
- **Head of School Behaviour Report** – Tracks interventions and additional support offered by the Head of School for students requiring further assistance. Usually instigated by staff following referral or escalation.
- **Principal Behaviour Report** – Monitors direct involvement and support from the Principal for students facing significant challenges. Accessed through staff referral or, in exceptional cases, by student or parent request.
- **Staff mentors** – Designated members of staff provide mentoring and guidance to students, supporting both academic and personal development. Students may be assigned a mentor or request one through their form tutor or Head of School.
- **A time out card** – Allows students to take a short break from class when overwhelmed or struggling to focus. Students can request a time out card through their form tutor; staff may also recommend its use.
- **School counsellor referrals** – Offers access to confidential support from the school counsellor for emotional or mental health concerns. Referrals are made by staff or can be requested directly by students.
- **Outside agency support** – Connects students with external professionals or organisations for specialised assistance, such as mental health services or social care. Usually initiated by staff in consultation with parents and carers.



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- **Restorative Justice meetings** – Facilitated sessions aimed at resolving conflicts and rebuilding relationships after incidents of poor behaviour. Arranged by staff following an incident, with student participation encouraged.
- **Student Counsellor or SEND intervention** – Provides tailored support for students with specific educational needs or requiring counselling. Accessed either through staff referral or by student/parent request.
- **Parent communication or meetings** – Regular contact and meetings between school staff and parents/carers to discuss progress, address concerns, and plan further support. Initiated by staff or parents as needed.

Students are encouraged to speak to their form tutor or a trusted member of staff if they feel they would benefit from any of these interventions. Staff may also recommend or initiate support systems based on their observations and ongoing monitoring.

### Expectations of Parents and Carers

Parents and carers play an essential role in supporting their children's education. Upon joining the school community, all parents are required to sign a home-school agreement, which is kept in each student's file. The school expects consistent parental support.

To effectively support the school, parents are expected to:

- Schedule appointments with relevant staff members when concerns arise and attend all parent meetings or conferences.
- Ensure that contact information (including home address, telephone numbers, and email address) is always current.
- Uphold and support the school's disciplinary measures if their child behaves inappropriately.
- Provide a suitable environment at home for their child to complete homework and study.
- Ensure their child attends school regularly, arrives on time, is equipped appropriately, and is prepared for learning.
- Parents should regularly review their child's ICT accounts to ensure compliance with the school's behaviour policy.

### Rewards and Sanctions



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The school is committed to ensuring that all rewards and sanctions are applied fairly, transparently, and consistently across the community. School leadership routinely monitors the implementation of the Behaviour Policy by conducting regular audits and reviews of behaviour records. These audits enable leaders to identify patterns, ensure equity, and address any inconsistencies in how staff apply rewards and sanctions. Feedback from these reviews informs ongoing staff training and policy refinement.

Staff are guided by clearly defined criteria for recognition, which are communicated to all students. To guarantee equal opportunities for every student to be acknowledged, staff rotate the 'Star of the Lesson' awards and reference objective standards, such as effort, improvement, and contribution. This approach ensures that recognition is distributed fairly and no student is overlooked due to unconscious bias or subjectivity.

### **Rewards**

At KIES, we believe in celebrating students' achievements regularly. All staff members award a 'Star of the Lesson' in every lesson, following the established criteria for recognition. At the end of each term, rewards are celebrated in whole-school or Key Stage Leader-led assemblies. Students who demonstrate excellent behaviour and attendance throughout the term are invited to exclusive rewards events. Staff are encouraged to communicate positive news to parents and carers whenever students excel.

#### Rewards can include:

- Class or individual 'dress-down days'
- Reward lunches or cake
- Displays of student names

### **Sanctions**

If a student does not meet KIES behaviour expectations, specific consequences may be applied to support improvement. A minor incident is defined as behaviour that disrupts the classroom environment or deviates from agreed standards but does not pose a threat to safety or learning. Examples include talking out of turn, not following instructions, or minor disrespect towards peers or staff. Minor incidents should result in a quiet warning and a reminder of expected behaviour.

If a student does not respond, the 3 strikes system is used:



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1. **Strike 1** – The staff member informs the student their behaviour is unacceptable and clarifies the expected conduct. The student's name is recorded on the wall tracker.
2. **Strike 2** – The staff member advises the student this is their penultimate opportunity to make the right choice. The student is informed that further poor behaviour will result in a sanction. At this point, the student may be asked to move seats.
3. **Strike 3** – The class teacher records the incident on Hala Campus and notifies the parents. Students may also be 'buddied' to other classrooms to ensure learning can continue for all.

**The main purpose of the 'Three-Strike Policy' is to ensure learning can continue for the majority of the students at the time. Consequences for the disruptive student will follow later.**

More serious incidents, such as repeated disruption or behaviour that threatens the safety or well-being of others, are addressed through established escalation procedures, which may involve senior leadership and additional interventions.

### Intermediate incidents in class

If a student exhibits persistent behavioural concerns in class that disrupt the learning environment for others, a range of interventions may be implemented, including but not limited to:

- Subject exclusion
- Placement in isolation under the supervision of a Leadership Team member, with the completion of appropriate work
- Adjustment of class groupings
- Meetings with parents/carers
- Restorative justice conferences

### Serious Incidents in Class

- Staff may request the immediate removal of a student by a senior leader
- The interventions outlined for intermediate incidents will also be considered
- Statements collected from both staff and students involved
- The Leader will determine the most appropriate course of action



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### Incidents During Break or Lunchtime

For incidents occurring at break or lunch, the following procedures apply:

#### A. Minor Incidents:

- Clearly explain to the student the expected behaviour
- Inform the form tutor and the relevant Leader of the incident
- Record details consistently on Hala Campus

#### B. Major Incidents:

- If there is any risk posed by a student's actions to themselves, others, staff, or school property, the student must be taken to a designated supervised area (e.g., classroom, administrative office, Senior Leadership room)
- Immediate contact should be made with a senior leader or Key Stage Leader; duty staff must alert other staff to ensure prompt senior support
- A written report must be submitted to the Key Stage Leader and/or Pastoral Leader, and the incident recorded appropriately on Hala Campus and C-Poms, as required [Ensuring consistency in referencing record-keeping systems.]

The following are examples of sanctions for major incidents and do not constitute an exhaustive list:

1. Subject exclusion
2. Internal isolation
3. Fixed-term exclusion
4. Permanent exclusion

It is essential to note that exclusions guidance permits exclusion of a student for conduct occurring outside school premises if such behaviour brings the school into disrepute. Any actions that undermine the authority of staff or endanger another student may result in exclusion, regardless of whether the incident occurred off-site or outside regular school hours.

### Sanction Ladder

Level	Examples of Negative Conduct	Consequence
1	Off task; rudeness; answering back; disrupting others; chewing gum; late to class; no equipment/homework; dress code issues; speaking	Log on Hala Campus; intervention meeting; restorative meeting



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	Arabic in non-Arabic lessons; defiance; low-level disruption	
2	4× sanctions in a term; leaving class without permission; using a mobile device during school hours; going to another class without permission; selling items on school premises; low-level physical behaviour (minor injury)	Log on Hala Campus; restorative meeting; parent communication; tutor tracking
3	10× sanctions in a term; inappropriate physical action; intimidating behaviour or bullying; causing injury to a person or property; taking inappropriate pictures; using inappropriate language	Log on Hala Campus; restorative meeting; parent meeting; leadership detention
4	15× sanctions in a term; vandalism; truanting; possessing/distributing weapons; racist language; cheating in a school exam; false accusations; blackmailing; leaving school premises without permission; smoking/possessing/distributing tobacco or smoking products	Log on Hala Campus; restorative meeting; parent meeting; isolation and/or suspension; Principal tracking
5	Alcohol/drugs (possession, use, distribution); offensive weapons; serious violence; persistent bullying; health & safety risk; serious damage to school property; sexual harassment	Log on Hala Campus; restorative meeting; parent meeting; fixed-term exclusion; Principal tracking
Further concerns	Continued sanctions or another serious offence	Second fixed-term exclusion followed by permanent exclusion

### Rewards Ladder

Level	Points	Reward
1	10	Star Learner





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2	20	Dress-down day
3	30	Social media feature
4	40	Gold Certificate
5	50	KIES Champion

### **Star of the Term...**

KIES also intends to launch a distinct initiative entitled '**Star of the Term**', which will recognise students each term in various categories. Parents will be invited to attend a brief awards ceremony and have their photographs taken with their child.

### **Exclusions and inclusion**

On occasion, where it is unavoidable, the principal may deem it necessary to issue a fixed term exclusion where a child's behaviour has been contradictory to school expectations. We work collectively as a school to try and avoid a child being excluded from school either permanently or continuously for repeated offences. By Ministry of Education guidelines, only the principal may exclude a student. For important decisions, the Principal takes advice from colleagues within the Leadership group including the counsellor and Heads of School. The term Principal includes someone acting in this capacity.

### **Permanent exclusion**

Aims not to permanently exclude any child. In certain circumstances, permanent exclusion may be necessary. This includes situations where a student is involved in a serious single incident, where their continued presence poses a risk to others, or where remaining on site adversely affects the health, safety, welfare, or education of the school community. Additionally, persistent failure to meet the school's expectations may also warrant such action.

**Appeals Process:** Parents may appeal exclusions within 5 working days by submitting a written request to the Principal. A review meeting will be scheduled within 10 working days.



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### **Searching of students**

Parents will be promptly informed following any search procedure.

The principal or authorised delegated staff may conduct searches of students' bags, pockets, or lockers where there is reasonable suspicion that the following prohibited items may be present:

- Knives and weapons
- Alcohol
- Drugs
- Stolen property
- Tobacco products in any form
- Fireworks
- Images of a sexual nature
- Any item which has been, or is likely to be, used to commit an offence, cause personal injury, or result in property damage

### **Confiscation of items**

- Mobile phones: Confiscated for the day on first offence; repeated offences result in parent collection and possible longer retention.
- Inappropriate jewellery
- Hoodies
- Earphones Some items will be confiscated and disposed of such as:
- Tobacco (in all its forms)
- Alcohol
- Lighters
- Laser pens
- Smoking paraphernalia

Some items will be confiscated and handed over to the police such as:

- Any dangerous items



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- Any drugs (legal or illegal)
- Any illegal items
- Mobile phones or electronic equipment containing illegal content: Confiscated and handed to authorities.

### **Use of reasonable force and handling**

The use or threat of corporal punishment is not permitted anywhere at KIES.

The term 'reasonable force and handling' covers the broad range of actions used by KIES staff that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury to students or members of staff.

'Reasonable in the circumstances' means using no more force than is needed. Members of staff can use force to control pupils and to restrain them. Control may involve passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

For instance, reasonable force may be used to prevent a pupil from running into a busy road, to separate pupils who are physically confronting each other, to remove disruptive children from the classroom when they have refused to follow an instruction to leave, or to prevent a pupil from leaving the classroom where allowing them to leave would risk their safety or disrupt others.

KIES staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.

### **Who can use reasonable force?**

All KIES staff possess the legal authority to use reasonable force as required. This authority extends not only to all school staff members but may also include individuals temporarily placed in supervisory roles by the principal, such as unpaid volunteers or parents accompanying students on organised excursions.

### **Definition of Reasonable Force:**



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Reasonable force is defined as using no more force than necessary to accomplish a legitimate objective, determined by what a reasonable adult would deem appropriate under the specific circumstances.

The following non-exhaustive list outlines situations where reasonable force may be applied:

- Removing disruptive students from the classroom after they have refused to comply with instructions;
- Preventing a pupil from engaging in behaviour that could disrupt a school event, trip, or visit;
- Stopping a student from leaving the classroom if their departure would endanger their safety or cause disruption;
- Preventing a pupil from assaulting staff or another student, or intervening to stop a playground fight;
- Restraining a pupil who is at risk of self-harm due to physical outbursts.

When a student resists, or resistance is anticipated, staff may determine that seeking assistance from the Police is more appropriate. Authorised and trained personnel will utilise positive handling strategies focused on minimising risks, employing non-verbal, verbal, and—where absolutely necessary—physical interventions.

### **Safeguards and Reporting:**

All incidents involving the use of reasonable force must be thoroughly documented and reported to the principal. Parents or guardians will be notified at the earliest opportunity.

### **Who to contact:**

1. For minor behavioural concerns, please contact the class teacher or the staff member responsible for addressing such behaviour as your first point of contact.
2. In cases of serious issues, or if you wish to escalate your communication, kindly reach out to the appropriate Head of School (Ms. Maliha, Ms. Debra, or Mr. Craig).
3. Please note that Ms. Hadeel, the school counsellor, does not accept referrals directly from parents; therefore, it is advisable to consult the Head of School initially. However, Ms. Hadeel is available to provide follow-up information regarding your child and their counselling sessions.