

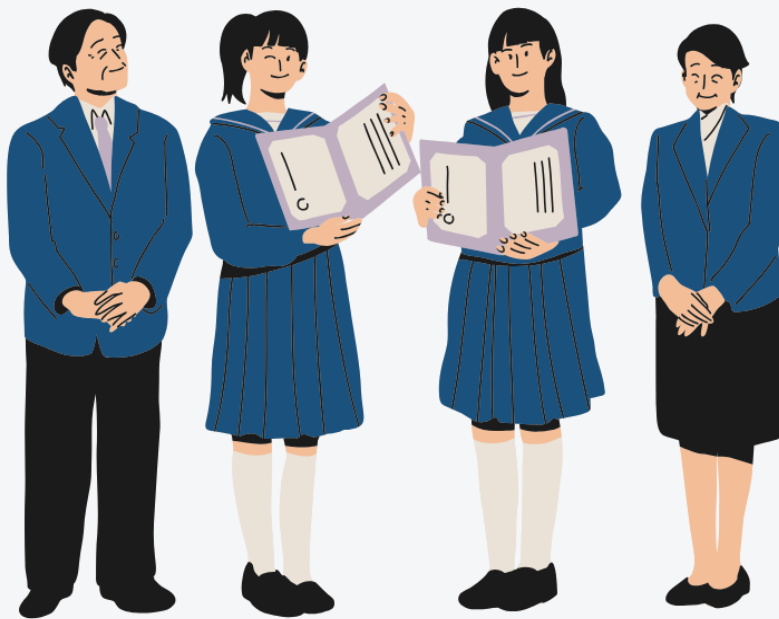


Ash Mount
School

*Learn with Purpose,
Live with Compassion,
Lead with Courage*

Behaviour for Learning Policy

2026/27 Academic Year



Policy Owner:

ELT, Heads of Student Culture & Wellbeing

Approved by:

Principal and Board of Governors

Approved by:

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Ash Mount School Behaviour for Learning Policy

1.0 Rationale and Approach

Our policy is underpinned by relational behaviour and restorative practices to promote relationships, redirection and reflection to enable students to make better choices, improve their emotional wellbeing, social skills, and cognitive growth.

Restorative practices and ways of thinking are now developing and growing in many schools. Experience and evidence at local and national levels have shown that restorative processes have a positive impact on changing school cultures, especially concerning behaviour and developing positive relationships. We adopt this approach to look at positive alternatives to reactive punitive behaviour solutions (e.g. exclusions), because we are confident that the matter is being dealt with clearly and explicitly, understood and endorsed by all.

Relational behaviour refers to the attitudes, actions, and communication styles that influence relationships and interactions with others. Relational behaviour plays a crucial role in building and maintaining healthy positive and meaningful connections.

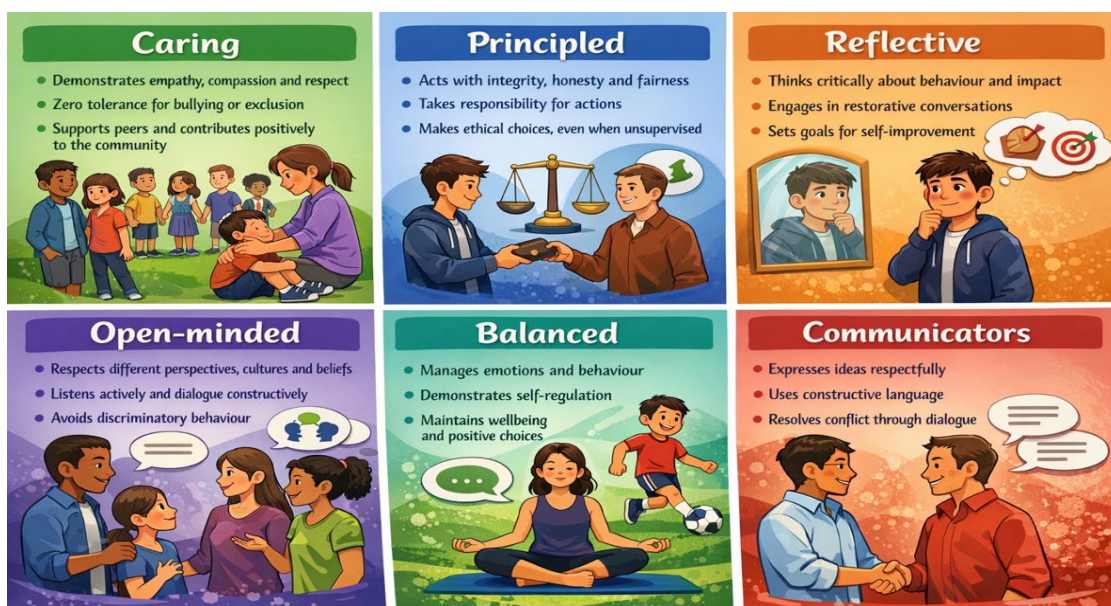
2.0 Aims and Objectives

Our aims are to promote an environment that develops our students into confident, well motivated, and hard-working individuals who enjoy learning. We believe that every member of AMS should feel valued, respected, and treated as an individual, following our school ethos to 'Learn with Purpose, Live with Compassion and Lead with Courage' and the UAE Child Rights Laws. At AMS we aim to;

- Apply rules fairly, clearly, and consistently.
- Provide a happy, caring environment with challenging activities.
- Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers.
- In the case of a serious incident or persistent unacceptable behaviour, we will always endeavour to involve parents/guardians in resolving the situation.
- The home/school partnership is vital in establishing and maintaining high standards of behaviour and appropriate conduct.
- The school's behaviour and rewards process are intended to support and complement one another, we will develop transparent, effective partnerships with Parents/Guardians and the local community.

3.0 Values-driven approach

At AMS, behaviour is the lived expression of the IB Learner Profile. Students are expected to be caring, principled and reflective individuals who contribute positively to a respectful, inclusive and purposeful learning environment.



4.0 Behaviour for Learning (BfL)

4.1 Teacher strategies

At AMS we believe positive relationships are fundamental to well-being and positive behaviour for learning. We focus on the 5 Rs regarding fostering positive Relational Behaviour:

- Relationships – connections and interactions with others.
- Routines – clear and visual routines for students' to follow.
- Recognition – opportunities to celebrate children in school.
- Regulation – strategies to support emotional regulation (co and self).
- Restorative – opportunities to reflect on behaviour and implement considered next steps.

4.2 Teacher pedagogy expectations

The below principles and practices are pre-requisites of successful learning and good behaviour at AMS:

- Greeting students at the door, inquiry-based starter activity ready for students once they arrive
- Well-planned lessons that are suitably differentiated to consider the age, ability, and needs of the students and that plan for 'positive opportunities' to happen.
- Lessons that are purposeful and relevant and provide challenge at an appropriate level of difficulty.
- Learning standards and/or outcomes made clear to students.
- Clear routines of classroom practice that are consistent and well-established.
- Regular and frequent assessment and feedback.

5.0 Stakeholder expectations

	Rights	Responsibilities	Expectations (School)	Expectations (Community)
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Students	- To be valued and treated with respect - To be treated equally - To be safe - To achieve	- To respect the view of others - To respect the property of others and the school - To support each other - To help each other achieve - To ensure your actions do not hurt others physically or emotionally - To represent AMS inside and outside of school, upholding UAE laws and respect local culture	- Respect and uphold the values of AMS - Attend school regularly and be punctual to school and lessons - Maintain a positive attitude to learning - Behave in an orderly and controlled way	- Respect the values and diversity of the community - Remain lawful and law abiding - Respect others while using social media and other devices
Staff		- Modelling positive behaviour - Implementing the behaviour policy consistently - Providing a personalised approach to the specific behavioural needs of students - Maintaining up to date records of behaviour	- Respect members of staff and each other - Take pride in your appearance and wear the AMS uniform correctly - Understand that cleanliness and tidiness of the school site is the responsibility of all that use it	
Parents		- Support their child in adhering to the student code of conduct - Inform the school of any changes in circumstances that may affect their child's behaviour - Discuss any behavioural concerns with the form tutor or head of year promptly		

6.0 Misbehaviour

Misbehaviour includes:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Continued low level disruption
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Copying of work / plagiarism

Serious Misbehaviour includes:

- Persistent breaches of the school rules
- Any form of bullying
- Physical abuse, which is any unwanted physical touch
 - Vandalism
- Theft

- Smoking / vaping
- Racist, sexist, or discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to: • Knives or weapons / sharp items
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images

7.0 Bullying

AMS takes a zero-tolerance approach to all forms of bullying. Any student(s) who victimise another student will be dealt with as per the AMS and KHDA guidelines. Bullying is usually defined as behaviour that is:

- Repeated over time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or individuals that would find it difficult to defend themselves.

It can take many forms, including:

- Physical assault
- Verbal abuse or taunting
- Spreading offensive rumours
- Racist, sexist, religious or homophobic abuse
- Hiding, stealing or destroying personal property
- Threatening behaviour or intimidation
- Undue pressure to engage in irregular / unacceptable behaviour (truancy etc...)
- Excluding someone from a group or encouraging others to do so
- Threatening behaviour through any type of social media

8.0 Mobile Phones

AMS has a no mobile phone policy. Mobile phones should be switched off/on silent and in students' bags if they are brought to school. Students are not permitted to use their mobile phones during the school day - they may use their phones at the end of the day when exiting the building. If students are seen with their phones they will be confiscated and given to the students tutor to be collected at the end of the school day. If a student needs to contact their parents they should do so via reception. If parents need to contact their child urgently during school hours, they should contact reception. AMS accepts no responsibility for any loss or damage to phones whilst they are on school premises.

9.0 Laptops, Tablets and Devices

AMS is a BYOD to school. All students are expected to bring their laptop with them daily. It should be fully charged, and it is the responsibility of students to look after the care of their laptops. Device chargers should also be brought to school every day by students. If a student is unable to bring their laptop to school parents/guardians should email their child's form tutor ASAP to let the know and a time frame for the laptop being fixed. Being a BYOD school supports our no mobile phone policy. If students need to access the internet, take photos or make films etc. they are to use their tablets.

10.0 Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students and must be collected by parents/guardians. We will also confiscate any item which is harmful or detrimental to school discipline.

11.0 Uniform

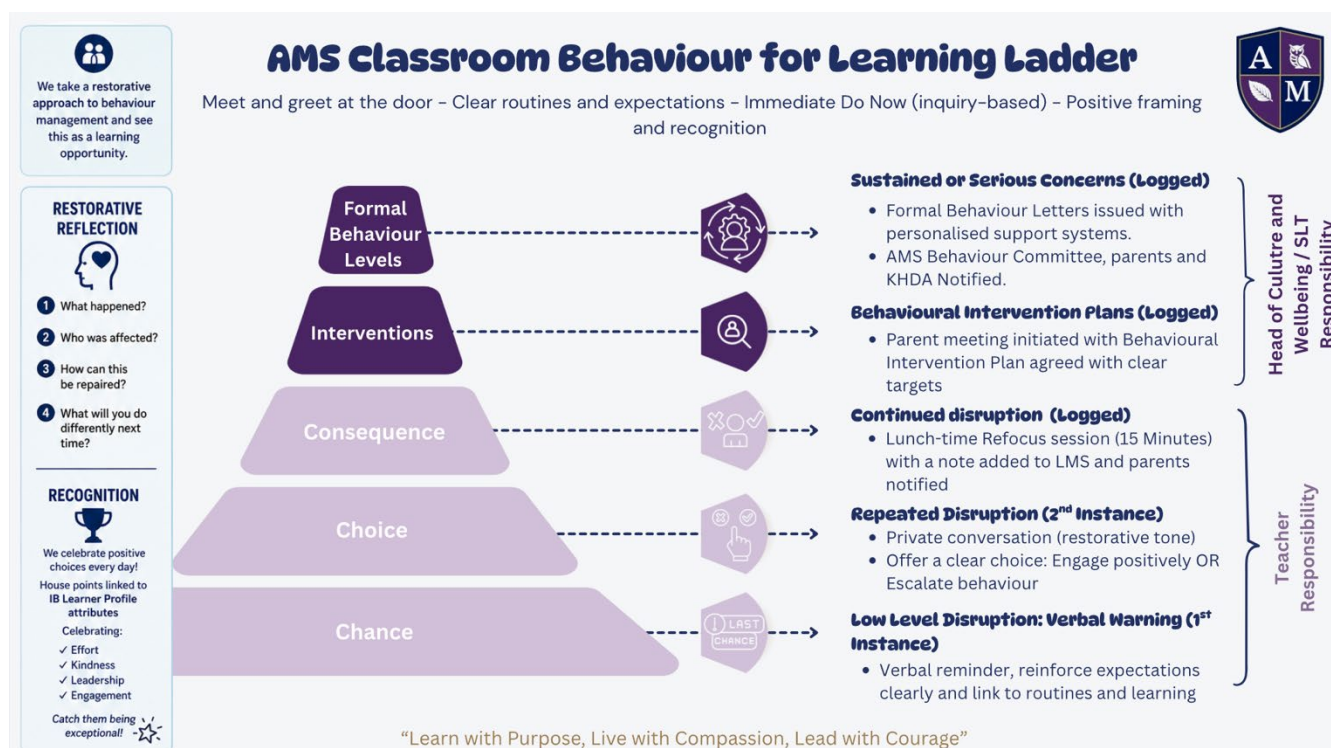
AMS has a strong community ethos, our appearance and uniform reflects this and our pride in belonging to the school community. All students are expected to wear the correct uniform each day. If there is a problem parents should email their child's tutor ASAP. When students have PE they may attend school in their PE kit, it is expected they will change into their full uniform after their lesson, this is for hygiene reasons. If students have a sporting ECA on that day they are still expected to change into school uniform after their lesson. Sports kit for ECA should be brought in addition.

12.0 Monitoring Behaviour

12.1 Recording Behaviour

Merits and behaviour points are logged on ISAMS. These are closely tracked by Form Teachers and Heads of Student Culture and Experience on a weekly basis. Merits are accumulated and the students and classes who receive the most merits will be recognised every half term at our Celebration of Success Assemblies. Merits accumulated over the course of the year can be used as currency to purchase selected rewards towards the end of Term 3.

12.2 Behaviour Levels





AMS Behaviour Levels – Examples for Teachers

These examples help guide you in identifying the level of behaviour and choosing the most appropriate response. They are aligned to the KHDA Behaviour Policy and support a restorative, consistent and preventative approach.

1	2	3	4
LEVEL 1 CONTINUOUS CLASSROOM DISRUPTION Low-level disruption requiring pastoral escalation after intervention from teacher, monitored by formal refocus cards with clear targets.	LEVEL 2 MODERATE VIOLATIONS Repeated Level 1 behaviour, now including more sustained parent involvement and personalised home-school agreements.	LEVEL 3 MAJOR VIOLATIONS Serious incidents that impact safety or learning, requiring SLT involvement, investigation, and structured consequences including internal isolation.	LEVEL 4 SEVERE VIOLATIONS High-risk or dangerous behaviour requiring immediate safeguarding action and possible external involvement.
Examples include: - Repeated calling out - Talking during instruction - Off-task behaviour - Not bringing equipment - Slow to follow instructions - Poor attendance - Low-level disruption - Talking over others - Not following routines	Examples include: - Repeated disruption after warnings - Disrespectful comments - Refusal to complete work - Misuse of devices - Leaving class without permission - Inappropriate language - Not following staff instructions - Disrupting learning of others - Repeated lateness	Examples include: - Bullying (verbal, physical, online) - Defiance/refusal to follow staff instructions - Vandalism or damage to property - Threatening behaviour - Discriminatory language - Persistent disruption - Physical contact without consent - Serious breach of school rules	Examples include: - Physical fighting causing harm - Possession of prohibited items - Substance misuse - Serious harassment or intimidation - Behaviour posing risk to others' safety - Threats of serious harm - Criminal behaviour - Severe online misconduct
Teacher strategies: Reminder, refocus, restorative conversation, record on behaviour system.	Teacher strategies: Restorative conversation, reflective task, parental contact, behaviour plan or agreement.	Teacher strategies: Refer to SLT, complete incident report, restorative process, internal consequence.	Teacher strategies: Immediate escalation to SLT, safeguarding procedures, external agency involvement.
Linked to KHDA Behaviour Policy Our approach reflects KHDA expectations for: - Prevention - Early intervention - Consistent responses - Proportional consequences - Restorative practices		Restorative in Action At every level, we focus on repairing harm, rebuilding relationships and supporting positive choices so all students can learn, grow and thrive in a safe and respectful community.	

12.3 Fixed Term and Permanent Exclusions

For Level 4 or Level 5 violations, it may be necessary to issue a student with a temporary suspension or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school and block re-enrollment.

Fixed Term Exclusions

- Only the School Principal/CEO has the power to temporarily exclude a student.
- Fixed term exclusions can be for a period of up to 5 days.
- Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the Pastoral team.
- This investigation may involve students and witnesses and will include consultation with the parents.

Permanent Exclusions

- Only the School Principal has the power to exclude a student.
- Before any decision is made to suspend or exclude a student, a full investigation is undertaken by the AMS Disciplinary Committee.
- This investigation may involve students and witnesses and will include consultation with the parents.

12.4 School Disciplinary Committee

AMS has a School Disciplinary Committee to review and discuss student behavioural issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. An external member from the InterStar group will also be on the committee to review serious incidents that may result in expulsion from the school.

- All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.

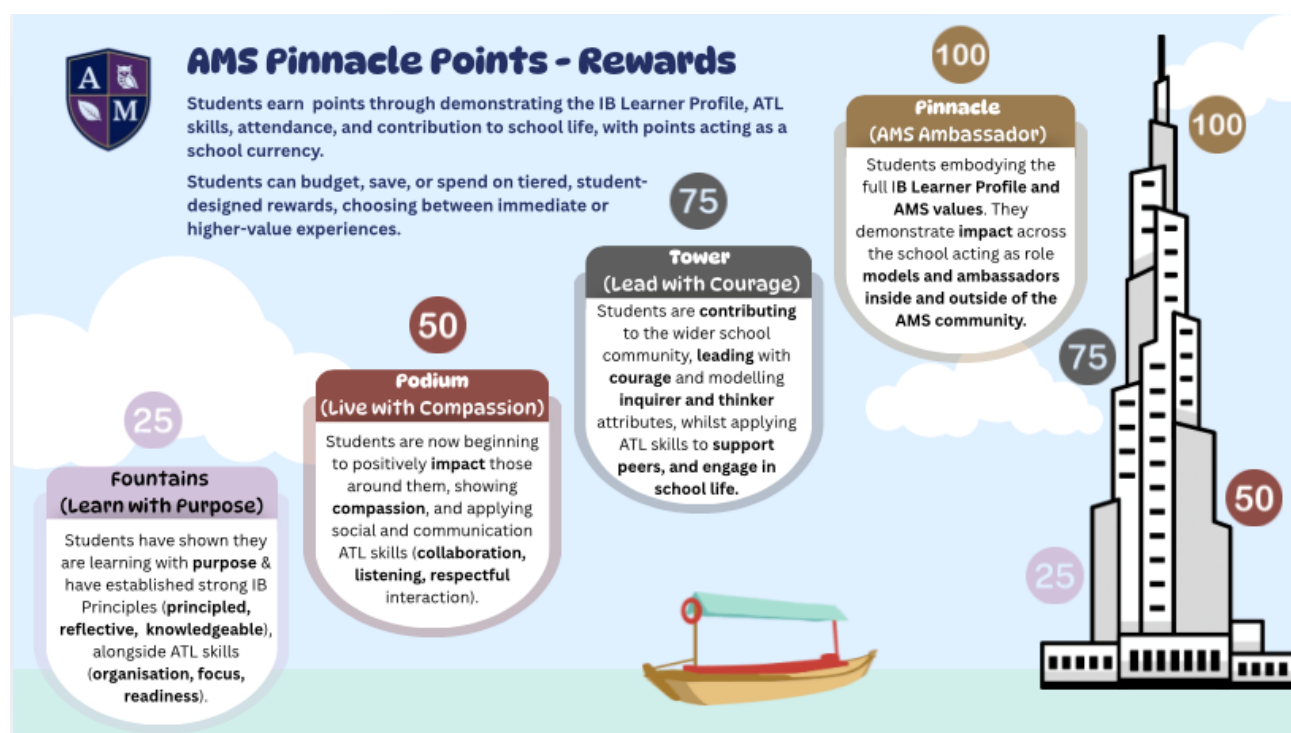
- A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians (see appeals policy)
- The School Disciplinary Committee shall keep a record of the disciplinary offenses of each student and the actions taken in response.
- Schools, the Council, and any supervisory authorities should treat all information about students' behavior as strictly confidential.

13.0 Rewarding Positive Behaviour

Our approach is designed to promote positive behaviour rather than merely deter anti-social behaviour. We have a student designed reward system that provides strong motivation for individuals to meet behaviour, punctuality, and attendance expectations, demonstrate the schools core values, produce outstanding work, and demonstrate outstanding citizenship.

Members of staff must issue a reward using the school ISAMS/SchoolBox. When doing so, they must ensure that they state the reason why a reward has been awarded. There are a multitude of ways in which positive behaviour is recognised and rewarded:

- Verbal Recognition and praise to the student(s) acknowledging what they have done and outlining why it is positive/commendable
- Public praise (in class, in assembly or via social media)
- House points to individual students
- Written Recognition and comments in exercise books or on students' work
- Displays of student(s) work in the classroom or around the school
- Letter/email from Form Tutor/Class Teacher/Subject Teacher or a member of SLT to the family of the student
- Celebration Awards
- Termly attendance awards
- Annual End of year Awards for (Pastoral/Academic/Creative/MoE/Sports Awards)
- Student of the Year Award
- Participation in a Special Event or Activity
- Participation in a school trip or special event for selected students



13.1 Rewards Tariffs – Individual

Students are awarded House Points in recognition of consistently demonstrating the IB Learner Profile attributes across lessons, the wider school environment, and the community.

Accumulated points are then used to introduce practical financial literacy, where students make informed choices about how to 'spend' their rewards. A tiered system ensures progression and aspiration; for example, a non-uniform pass may be redeemed at 25 points, while higher-value experiences such as end-of-term trips require 100 points.

Reward options are student-informed and may include items such as shopping vouchers, complimentary lunches, and enrichment opportunities, reinforcing both student voice and real-world decision-making. House points are reset each term. In addition to demonstrating the IB Learner Profile attributes, students are also awarded House Points for consistently high attendance. This reinforces the importance of commitment, responsibility, and engagement in learning, while contributing positively to both individual progress and overall House success

13.2 Rewards Tariffs - House

Students also contribute to their House totals through collective and co-curricular achievement. Points are awarded for areas such as highest attendance, as well as for success in competitions and events including Qur'an recitation, spelling bees, MUN conferences, and Sports Days.

This approach reinforces a strong sense of belonging, celebrates diverse talents, and promotes healthy competition, ensuring that both individual excellence and collective contribution are recognised.

14.0 Prohibited Items

The following items are strictly prohibited from being on-site. Relevant sanctions will be applied for students caught in possession of these items. These items will be confiscated, and the student's parents/carers are expected to come to the school to collect:

- Mobile phones (see mobile phone policy for further details)
- Sweets and fizzy drinks
- Nuts
- Chewing gum
- Real or imitation knives, firearms or any weapon that could cause harm
- Cigarettes, Vapes or any smoking paraphernalia
- Alcoholic drinks
- Objects used as weapons
- Matches and lighters