

Behaviour Policy

1. Introduction

Cranleigh Abu Dhabi aims to encourage its pupils to adopt the highest possible standards and expectations of behaviour, values and morals. Expectations are designed to make it clear to the pupils how they are able to achieve these standards of behaviour around school and towards others. We encourage pupils and staff to treat everyone as an individual, to celebrate our multicultural, inclusive and diverse school community. Promoting good behaviour and morals is an integral part of the ethos of Cranleigh Abu Dhabi as well as the foundations for our pastoral systems. Our foundation is built on The Cranleigh Code values and we aim to promote these values for all in our community. We believe that high expectations, good manners and a safe, secure learning environment play a crucial part in the development of intellectually curious and successful pupils, who are motivated to become life-long learners and positive citizens in their communities. Education is a partnership between staff, pupils and parents; ensuring that all parties in this triage have the highest values, morals and standards of behaviour in and outside of the classroom including the wider community. Our behaviour systems also follow the underpinning values in the Moral Education programme and are constantly highlighted and reinforced during tutor time, assemblies, lessons and everything we do at Cranleigh Abu Dhabi.

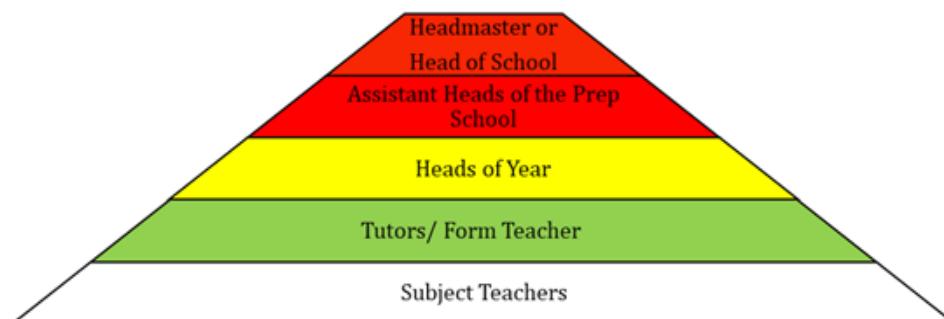
1.1 Through the operation of this policy we aim to:

- Create a positive, safe, consistent and secure learning environment encouraging mutual respect, kindness, adaptability and inclusivity.
- Promote positive behaviour, morals and attitudes, rather than merely deter anti-social behaviour.
- Ensure that the school's expectations and behavioural strategies are pupil-centred, clear, consistent, fully understood, well known, followed and supported by the school community.
- Foster a positive learning environment and social climate with high, consistent and realistic expectations.
- Ensure all teachers', learning and classroom expectations sit alongside the overall School's behavioural policy and are in keeping with The Cranleigh Code and Moral Education programme underpinning values.
- Ensure each individual is valued and celebrated within the year group or class as appropriate.
- Create an environment that encourages, uses regular praise, rewards and reinforces positive behaviour building trusting relationships.
- Encourage and develop self-discipline, empathy, self-esteem and a responsibility for all.

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- Show and promote honesty, courtesy and respect by being a good example, in order to enhance their sense of positive citizenship amongst the community.
- Encourage pupils to think before they act and reflect on their behavioural choices. Provide training and support for all staff on the behavioural procedures at Cranleigh Abu Dhabi and to ensure pupils are all receiving the same message and standards of discipline throughout the school community.
- Ensure our behavioural sanctions and procedures focus on preventative, developmental and fostering aspects.
- Ensure pupils care for the facilities, property of the school and others belongings.
- Ensure success and achievement are celebrated and shared through day-to-day lessons, assemblies and other whole school or year group events.
- Encourage parents to also be active participants in promoting good behaviour and the values of The Cranleigh Code.
- Encourage pupils to speak to any member of Cranleigh staff if they have a worry or concern.
- Promote the fact that all staff, pupils and parents have a collective responsibility to the school for their behaviour and treatment towards others.
- In line with KCSIE (2021) adopt a zero tolerance approach to Peer on Peer Abuse.

2. Behaviour Management



It is important the behavioural structure and lines of communication above are followed in order to ensure that behaviour is dealt with in an effective, efficient, fair and consistent way for all pupils. The class teacher or tutor is the first point of contact in the resolution of these matters. The class teacher or tutor will also discuss The Cranleigh Code and their behavioural expectations with each class and form.

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In this way, every child in the school understands the standards of behaviour that we expect within the school community.

Low level behavioural incidents will be dealt with immediately by the subject or class teacher. Behaviour from day to day can be subjective and we also have to look at the bigger picture for each child to ensure we are dealing with it appropriately, supportively and fairly. Behaviour is dealt with through these channels to ensure there are incremental layers in place, which helps facilitate dealing with the nature of the incident, concern and or the pupil/s involved.

All incidents will be dealt with appropriately and fairly, using the Cranleigh behaviour ladders (following ADEKs guidelines) for guidance. Repeated or serious incidents might well be escalated up the scale more quickly.

3. Rewards and Praise


“Positive recognition and rewards, when used appropriately, may have a significant impact on shaping students’ attitudes, choices and behaviour.” (*ADEK’s Guidelines for Managing Student Behaviour*).

Pupils should always have opportunities to be rewarded or praised for excellent behaviour and demonstration of The Cranleigh Code values. Recognition and micro-connections are key to promoting successful teacher-pupil relationships as well ensuring self-belief and self-worth for the pupil themselves. The emphasis is on rewards and praise to reinforce and promote positive behaviour. Rewards have a motivational effect, helping pupils to see that good behaviour is rewarded whether that be through a gesture, verbal communication, golden time, mystickers, rewards cards or emails home. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by maintaining good standards and behaviour as well as by particularly noteworthy achievements in personal and or social behavioural situations. The top end of the reward system below allows parents to be informed of the reward received by their child. We aim to enlist parental support in the positive reinforcement process so it carries on into the home environment.

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3.1 Examples of some of the rewards and use of praise used at Cranleigh.

The three schools operate slightly different reward systems but the ethos behind the rewarding of pupils remains the same.



Verbal praise	Email home from tutor/ form teacher	Star of the week/ The Cranleighan	Breakfast with the stars	Reward Cards	
Comments in books	Verbal mention in Head of Year or House assembly	Whole school assembly recognition	Mentioned in <i>The Wire</i> newsletter	Deputy Head e-mail home (Cranleigh Spirit)	Speech Day Awards
My stickers	Bronze certificates	Silver & Gold certificates	Higher tier certificates	Co- Curricular Awards	Headmaster's Award/ recognition
Positive notes on iSAMS	HOD congratulations verbally or through email	Departmental awards	Pupil of the Term (Head of Year recognition)		

4. Sanctions

If poor behaviour does occur, the school also employs a number of sanctions to enforce expectations, and to ensure a safe and positive learning environment for all. We employ each sanction appropriately to each individual situation and pupil, including taking into consideration age and gender. There is no “one solution fits all”. The Cranleigh Code values are expectations that help our children to know what is acceptable or not: all pupils, staff and parents will be made fully aware of the details before the start of each academic year. The sanction process is also a learning and reflective process for the pupil. Everyone makes mistakes from time to time, but we encourage pupils to reflect on this so they take responsibility and know where it went wrong to prevent it from happening again.

Below shows the Senior and Prep Behaviour Ladders. Although we have our own behaviour ladders we adopt a staged approach to sanctions as outlined in ADEK Policy 50 and Guidance to Schools on Managing School Behaviour

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4.1 Through the operation of our sanctions system we aim to:

- Always notify and explain to the pupil/s where they went wrong, whom it impacted on and how they can move forward to ensure they are aware of their behaviour and the reason for a change. Even for low level or one-off incidents. Conversation is key when reflecting on poor behaviour choices.
- Promote the safety of the children, which is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The Heads of Year (Pre-Prep and Prep) and the Housemasters (Senior) may feel that behaviour witnessed in a particular cohort or number of tutor groups requires more of an open discussion, assembly or focus in the Moral Education sessions; this can also be an example of how behaviour is dealt with.
- Look at the bigger picture of a pupil to find out why the child is behaving in such a way and then deal with the situation accordingly.
- Communicate our expectations clearly, repeatedly and effectively so all are aware of what these are and what they include. Younger children may need further explanation or a role modelling of good behaviour.
- Use tutor time and assemblies to develop or review values or skills if necessary.

4.2 Corporal Punishment

Any form of corporal punishment of students is strictly prohibited. The School shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers and staff and administrators.

4.3 Students of Determination

Students with special educational needs (SEN) are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with SEN must take into account the nature of the student's SEN and the IEP for that student.

SEN should not be subject to more severe consequences than those imposed on the rest of the students for comparable violations.



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5. Serious disciplinary action

Any particularly serious breaches of discipline will ultimately be dealt with by the Head of School or, in very serious cases, by the Principal. In cases of extreme and persistent poor behaviour, suspension and expulsion may be considered as appropriate courses of action.

If behaviour is such that removal from school is required, the school is mandated to follow ADEK policies 50 and 51 (ADEK Private Schools' Policy and Guidelines 2014) and the school's own expulsion policy.



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Cranleigh Senior School Behaviour Ladder

Of paramount importance at Cranleigh is the relationship between teaching staff and the individual students in their classes and tutor/teaching groups. This Ladder is designed to support the relationship - not replace it! It is the responsibility of the teacher to plan appropriate lessons which support the needs of all students.

In some instances, individual circumstances should be taken into account. Please apply professional judgement and consider the student observation list. If unsure, please contact Form Tutor or HMM to enquire before issuing sanction.

L1	Verbal Warning	<ul style="list-style-type: none"> <input type="checkbox"/> One to one chat with teacher/ tutor to reflect on behaviour <input type="checkbox"/> Student asked to move seat / other strategies in place. <input type="checkbox"/> Log pastoral note on iSAMS. 	
L2	Formal Warning	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher to review B4L and TandL strategies 	
		ACADEMIC	PASTORAL
L3	Subject Retention	<ul style="list-style-type: none"> <input type="checkbox"/> 10 min retention with the teacher. 20 min retention if 2 missed. <input type="checkbox"/> Log pastoral note on iSAMS. <input type="checkbox"/> Email home - check with before and copy in tutor and HMM 	<ul style="list-style-type: none"> <input type="checkbox"/> 10m retention with tutor - discuss concerns. 20 min detention if missed. <input type="checkbox"/> Log pastoral note on iSAMS. <input type="checkbox"/> Email home - copy in HMM
L4	Subject report (teacher)	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher to meet with student to discuss strategies (seating etc) <input type="checkbox"/> Teacher report - (SMART) Targets set <input type="checkbox"/> Email home - copy in tutor and HMM <input type="checkbox"/> Summary of actions and concerns on iSAMS. <input type="checkbox"/> Teacher to meet with HOD: review of T & L and B4L strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor report- (SMART) Targets set <input type="checkbox"/> Email home - Parental meeting if requested by parents. <input type="checkbox"/> Review of Report to HMM and parents <input type="checkbox"/> Tutor collects feedback from teachers + analyse academic & pastoral concerns - summary & actions on iSAMS.
		ACADEMIC	PASTORAL
L5	HOD detention	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Internal HOD detention.</i> <input type="checkbox"/> Head of Department to email parents and cc subject teacher and tutor. Parent meeting offered <input type="checkbox"/> Summary of actions and concerns on iSAMS. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Internal HMM detention.</i> <input type="checkbox"/> HMM & tutor meet w student - discuss concerns & options <input type="checkbox"/> Email home & parent meeting offered <input type="checkbox"/> Summary of actions and concerns on iSAMS.
L6	Subject Report (HOD)	<ul style="list-style-type: none"> <input type="checkbox"/> HOD report- (SMART) Targets Set <input type="checkbox"/> Contact home - <i>parent meeting requested</i> <input type="checkbox"/> Review of report to teacher, tutor, HMM and parents <input type="checkbox"/> Summary & actions on iSAMS <input type="checkbox"/> If concerns continue - referral to be made to Assistant Head, Snr. Include HMM and tutor in communications. 	<ul style="list-style-type: none"> <input type="checkbox"/> HMM report- (SMART) Targets Set <input type="checkbox"/> Contact home - <i>Parent meeting requested</i> <input type="checkbox"/> Review of report to tutor and parents (and teachers as appropriate) <input type="checkbox"/> Summary & actions on iSams <input type="checkbox"/> If concerns continue - referral to be made to Assistant Head, Snr. Include tutor in communications.
L7	Assistant Head (Snr) Intervention	<ul style="list-style-type: none"> <input type="checkbox"/> Review meeting with HOD/HMM <input type="checkbox"/> Contact with parents and meeting requested <input type="checkbox"/> <i>Centralised lunchtime detention set by HOD/HMM on Google Form.</i> <input type="checkbox"/> <i>Review and continuation of HOD/HMM report.</i> <input type="checkbox"/> Follow-up meeting after 2 weeks with parents. <input type="checkbox"/> Internal withdrawal for the day as appropriate. <input type="checkbox"/> Principal & Vice Principal informed if Internal Suspension agreed upon 	
L8	Head of Senior Intervention	<ul style="list-style-type: none"> <input type="checkbox"/> Review meeting with Assistant Head. <input type="checkbox"/> Contact with parents and meeting requested <input type="checkbox"/> Consequences to be decided and actioned. Possible suspension for fixed number of days. <input type="checkbox"/> Principal & Vice Principals informed <input type="checkbox"/> Reintegration meeting; placed on report <input type="checkbox"/> Follow-up meeting with parents. <input type="checkbox"/> Formal letter to parents from Head of School 	
L9	Principal & Vice Principal	<ul style="list-style-type: none"> <input type="checkbox"/> Review meeting with Head of Senior. <input type="checkbox"/> Repeated suspension and permanent suspension to be considered. <input type="checkbox"/> Formal letter to parents <input type="checkbox"/> Board informed 	



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Cranleigh Prep School Behaviour Ladder

Better Relationships, Better Learning, Better Progress

Of paramount importance at Cranleigh is the relationship between teaching staff and the individual pupils in their tutor/teaching groups. This ladder is designed to support the relationship - not replace it. It is the responsibility of the teacher to plan appropriate lessons which support the needs of all pupils. In some instances, individual circumstances should be taken into account.

Please apply professional judgement and consider the pupil observation list carefully. If unsure, please contact the Tutor or HOY to enquire before issuing a sanction.

	Verbal Reminder	Example behaviour /concerns	
L1	Pupil given verbal reminder of behavioural expectations.	Low level disruption/Off task/Poor corridor behaviour/Not holding doors open.	
	Formal Warning	Example behaviour /concerns	
L2	Pupil given final warning of behavioural expectations.	1 st Offences (Reset half termly); Poor punctuality to a lesson without a valid reason/No planner or equipment/Failing to follow instructions/Poor effort/Incorrect uniform/Lack of or incorrect PE kit, as per PE policy/No prep (arrange a new deadline).	
	Retention	Example behaviour /concerns	
L3	10 min retention with subject teacher. Retention recorded on ISAMS. Two missed retentions escalate to detention.	10 min retention with Tutor. Retention recorded on ISAMS. Two missed retentions escalate to detention.	
		Low level disruption after L2 warning/Producing insufficient work in class/Isolated Unkindness (not sustained or serious)/Misuse of IT. 2 nd Offence (Reset half termly); Repeated offence of L2 concerns above.	
	Detention	Example behaviour /concerns	
L4	Years 3 & 4: Reflection time with their Tutor. Years 5 - 8: 25min Housemaster Detention. Recorded on ISAMS. Two missed detentions escalate to HOY detention.	Continued low level disruption, after L3/Sustained or serious unkindness/Consistently not meeting expectations/Disrespectful towards staff/Inappropriate language/Boisterous behaviour	
	Teacher Intervention	Tutor Intervention	Example behaviour /concerns.
L5	1:1 conversation with the pupil. Subject teacher to meet/call parents. SMART targets set. Recorded on ISAMS.	1:1 conversation with the pupil. Tutor to meet/call parents. SMART targets set. Recorded on ISAMS.	Concerns regarding effort levels and quality of work produced/ Repeated L4 concerns.

	Teacher/HOD Intervention	Tutor/HOY Intervention	Example behaviour /concerns.
L6	Meeting with pupil/teacher/HOD/tutor. Subject Report (agreed by tutor). Parent meeting. Recorded on ISAMS.	Meeting with pupil/tutor/HOY. Tutor Report. Parent meeting. Recorded on ISAMS.	Ongoing concerns regarding effort levels and quality of work. Failure to meet expectations following L5 intervention.
	Head of Year Intervention	Example behaviour /concerns.	
L7	40 min HOY lunch time detention. Two missed detentions escalate to 40min detention after school. HOY Report. Parent Meeting. Recorded on ISAMS.	Truancy from lessons and CCAs/Unsafe behaviour that could result in causing harm to themselves or others/Repeated unkindness/Low level physical altercations/Inappropriate use of IT/Foul language/Inappropriate use of the Fire Alarm	
	Deputy Head Intervention	Example behaviour /concerns.	
L8	60 min after-school detention. Deputy Head Report. Internal withdrawal. Call/email parent same day. Parent meeting. Head of School informed.	Bullying/Truancy off-site/Serious health & safety risk/Foul language directed towards staff or peers/Theft/Handling stolen goods/Discriminatory comment/Fighting/Severe or continued instances L7 or below	
	Head of School Intervention	Example behaviour /concerns.	
L9	External suspension for fixed number of days. Call home on the same day/Parental meeting on the same or next day. Formal letter to parents. Principal & Vice Principals informed	Repeated Bullying Offences/Trading, possession or use of drugs & other prohibited items/Failure to complete internal exclusion/Severe or continued instances of L8 or below	
	Vice Principal/Principal Intervention	Example behaviour /concerns.	
L10	Repeated or permanent suspension. Phone call home on the same day/Parental meeting on the same or next day. Formal letter to parents. Board informed	Inappropriate relationships/Failure to complete suspension/Repeated trading, possession or use of drugs & other prohibited items/Severe or continued instances of L9 or below	

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Behaviour Policy - Additional Information - Pre-Prep

1. In addition to the introduction:

It is important that each person is treated fairly with positive reinforcement, without the fear of being hurt or hindered by anyone else. In order to achieve this atmosphere, children are given clear, consistent boundaries and guidelines of acceptable behaviours, appropriate to the child's stage of development and individual needs.

We pride ourselves on being a warm and friendly school and wish to bring out the best in every child in our care. We believe children and adults flourish best in an inclusive environment where every member feels valued and respected, happy, safe and secure.

Behaviour management focuses on positive reinforcement, praise and encouraging children to make the right choices. A number of different strategies are used to support the development of a positive learning environment.

Academic concerns are recorded on the MIS system (iSAMS) under Pupil Notes and Pastoral concerns noted on a Pupil Tracker.

2. Behaviour systems

Classroom behavioural incidents are dealt with on a case-by-case basis by individual class teachers.

For all children, when children within the class work collaboratively to an agreed goal, teachers may award a token which is put into a class reward jar. When an agreed number of tokens has been collected by the class, the children may vote for a class treat which will take place during a special golden time session.

3. Rewards and Praise

Examples of rewards and use of praise in the Pre-Prep School:

Verbal praise	Stickers	Comments on work
Praise/sticker from Head of Year	Praise/sticker from Deputy Head or Head of Pre-Prep	Communication with parents
Star of the Week	House points awarded	Head Teacher's Award

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House points: are awarded to children for a reason deemed appropriate by the class teacher. FS1 are introduced to House Points in the Summer Term and they are used consistently throughout the rest of the Pre-Prep. House points are counted weekly, announced in assembly and, at the end of a term, there is a celebration for the winning house.

Stickers: are awarded to children for reasons deemed appropriate by the class teacher and are given to the children as an instant reward.

Star of the week: Each teacher decides on one child in their class to receive the 'star of the week' certificate. This is awarded by the class teacher for whatever reason they deem to be appropriate. It can be linked to either pastoral or academic reasons.

Cranleigh values: Each month, class teachers choose one child from their class to be awarded a certificate for displaying the Cranleigh Value across a month. This is celebrated in assembly.

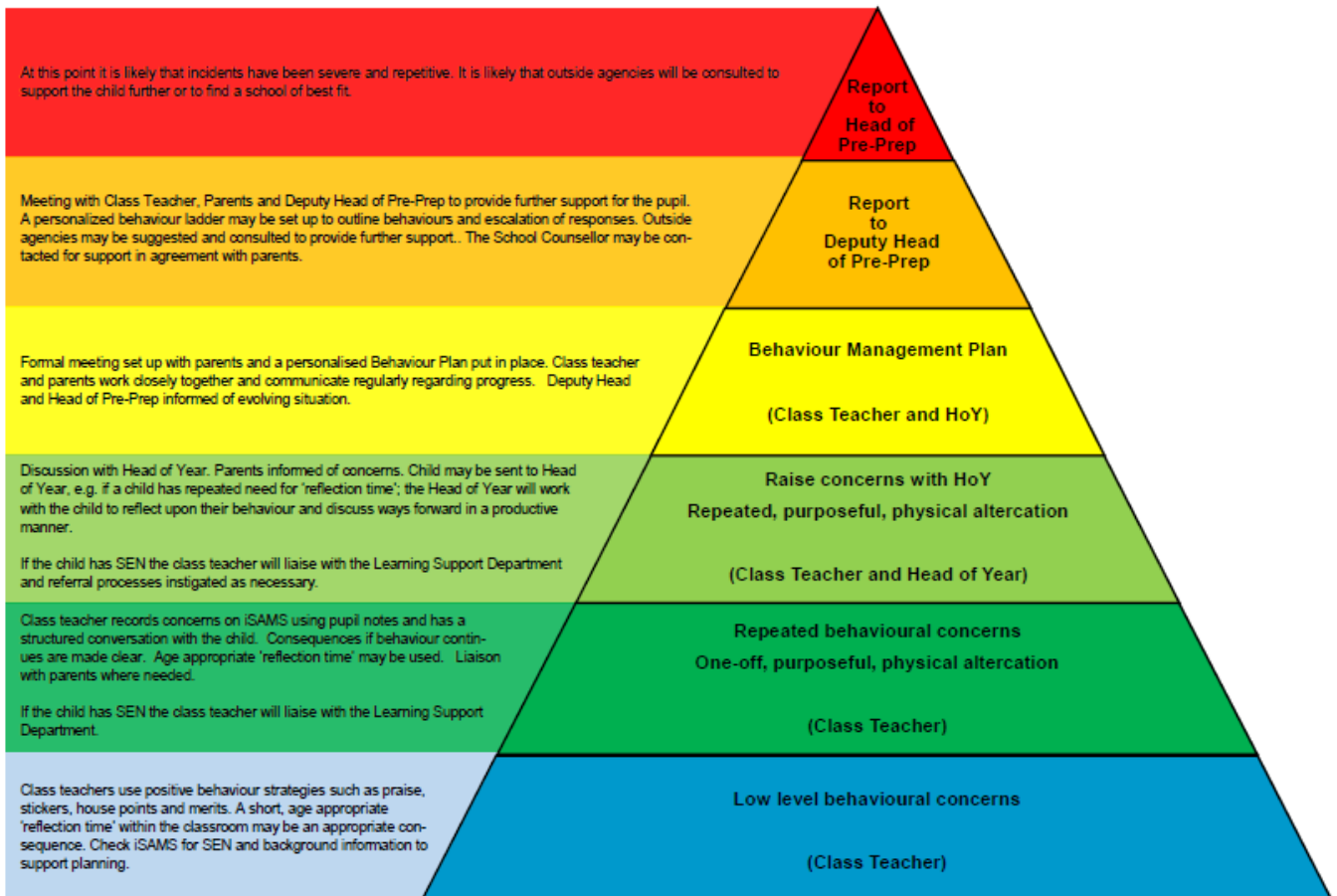
Head Teacher award: Each week, class teachers may nominate children to receive the Head Teacher's Award.. This should be linked to learning, however, it does not need to be attainment based. Teachers may also nominate children for progress and/or effort linked to their individual targets. Children are given instant praise by the Head of Pre-Prep and this is celebrated in assembly.

4. Behaviour Pyramid

To support children to understand and make good choices, teachers employ a number of different strategies. The Class Teacher is responsible for dealing with day to day behavioural concerns within their classroom. If children require further support, we follow the Behaviour Pyramid as below.



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Behaviour Management Plan

If serious, persistent behaviour concerns are displayed over an extended period of time, a teacher may choose to put the child on a 'Positive Behaviour Plan' in consultation with their Head of Year and Deputy Head Pre-Prep. These goals should be discussed and/or co-created with the child and parents as a united approach is encouraged and necessary to ensure a positive outcome. The plan is written in child friendly language with clear targets.



Behaviour Policy

Please read this policy in conjunction with:

Cyber-bullying policy (Available on request / VLE Core Policies)

Anti-Bullying Policy (Available on request / VLE Core Policies)

Expulsion and Removal Policy (Available on request / VLE Core Policies)

Smoking, Alcohol and the Misuse of Drugs Policy - (Available on request / VLE Core Policies)

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Final reviewed by: VP

Reviewed: 15/06/2022

To be reviewed by: 31/08/2023

Pre-Prep Policy

Version: 3

Reviewed by: Amy Edmundson (Deputy Head Pre-Prep)

Final reviewed by: Caroline Mather

Reviewed: 14/06/2022

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