



Positive Behaviour Policy

Academic Year 2026 – 27

	Name	Title	Date
Prepared by	Belle Wagner	Head of Prep	20/04/2026
Reviewed by	Dan Clark	Principal	22/04/2026
Approved by	Governing Body		10/07/2026
Next review	August 2027		

1. Introduction and Ethos

At Queen Elizabeth School, Dubai Sports City we believe that positive behaviour is fundamental to creating a safe, respectful, and inclusive learning environment in which all students can thrive.

Our approach is rooted in positive reinforcement, high expectations, and strong relationships, ensuring that students develop as confident, responsible, and respectful individuals.

We promote a culture where students are recognised and rewarded for demonstrating positive attitudes, behaviours, and values, and where all members of the school community feel valued, supported, and heard.

The school works in partnership with parents to ensure a consistent approach to behaviour, supported through clear communication and shared expectations.

This policy aligns with KHDA expectations and reflects best practice in BSO and COBIS frameworks, promoting a consistent and proactive approach to behaviour across the school. It is underpinned by research from TGMc, ensuring that practice is evidence-informed and aligned with current educational research.

1.1 Statement of Purpose

Positive behaviour and high-quality learning are intrinsically linked. At Queen Elizabeth School, we recognise that a structured, predictable, and supportive environment enables students to thrive both academically and personally. Through clear routines, strong relationships, and consistent expectations, we create a culture in which all students can succeed.

2. Aims of the Policy

- To create a calm, safe, and purposeful learning environment
- To promote positive behaviour through recognition and reward
- To develop students who are confident, able, and responsible, with strong self-regulation, empathy, and respect for others
- To ensure consistency in behaviour expectations across the school
- To embed restorative approaches to behaviour management
- To support all students in achieving their full potential
- To work in partnership with parents to promote consistent expectations and support positive behaviour

3. Core Principles

At Queen Elizabeth School, Dubai Sports City the following principles underpin high standards of behaviour and consistent practice across the school:

- A calm, consistent, and respectful approach is maintained in all interactions and within all environments
- Clear and consistent routines are established and maintained, providing structure, predictability, and a sense of security
- Promote self-esteem, self-regulation and positive relationships based on mutual respect
- A restorative approach is consistently applied to repair relationships and support reflection
- Recognising the value of consistent strategies and language. We use whole school scripts to support a cohesive approach
- Promote a culture of belonging
- First attention is given to best conduct, recognising and reinforcing positive behaviour
- Use high quality proactive, preventive strategies to decrease escalated behaviour
- We recognise that behaviour is a form of communication
- By explicitly teaching social and emotional skills
- By adapting responses according to developmental stage of the student

3.1 Daily Habits (Prep)

- Staff are present for students using 'Say Hey Your Way' at the start of the day and within transition lessons, supporting positive and purposeful connections
- 30-second scripted interventions are used to support praise, de-escalation and self-regulation
- Clear and consistent transitions routines between lessons
- Students move around the school in a calm, orderly, and sensible manner, always keeping to the right
- Staff intentionally build regulated routines into daily timetabled practice

- Journalling
- All classrooms use a connection box as part of their daily practice to support communication with students
- Use of the Connect the Dots handbook to support the needs of all students before referral stage

3.2 Daily Habits (Senior)

- Staff are present on corridors to Meet & Greet students at the start of lessons, supporting positive and purposeful transitions
- Staff are present to End & Send students, ensuring calm and orderly movement between lessons
- 30-second scripted interventions are used to support praise, de-escalation and self-regulation
- Staff prioritise positive recognition, noticing and reinforcing best conduct before addressing misbehaviour
- Staff model calm, respectful interactions at all times, setting the standard for student behaviour
- Staff explicitly teach and reinforce routines, ensuring students understand what success looks like in every environment
- Staff use restorative conversations to support reflection, repair relationships, and promote accountability
- Staff proactively circulate and scan, using presence and awareness to prevent low level disruption before it escalates

4. Behaviour Definition and Expectations

Definition of Behaviour

Positive behaviour supports learning, demonstrates respect for others, and contributes to a safe, inclusive, and purposeful school community.

Negative behaviour disrupts learning, causes harm, undermines relationships, or shows a lack of respect for others, the environment, or the values of the school. Examples of behaviour that may require intervention include:

- Disruption to learning
- Lack of respect towards others
- Lack of respect towards the environment or resources
- Failure to follow instructions
- Unsafe behaviour
- Misuse of technology

Student Expectations

Students are expected to:

- Demonstrate respect for others, staff, and the environment
- Engage positively in learning
- Follow instructions promptly
- Act responsibly and safely at all times
- Show kindness, empathy, and integrity
- Attend school regularly and punctually, ready to learn

These expectations are explicitly taught, modelled, and reinforced across the school.

School Attendance

The school recognises the link between behaviour, engagement, and attendance, and monitors these closely to ensure early support where needed.

4.1 Behaviour expectations across the school

The school uses a clear and consistent Behaviour Matrix to define expectations across all areas of school life. This ensures that students understand how to demonstrate the school mission of Confident, Able and Responsible in different contexts.

Area	Confident	Able	Responsible
Learning Space	Contribute positively and challenge yourself.	Listen actively, collaborate and focus on learning.	Ready to learn. Seek assistance when needed and offer support to others who need help.

Corridors	Move with purpose and confidence, on the left-hand side and avoid crowding.	Be organised and aware of others.	Walk calmly and staff instructions.
Bathrooms	Use facilities appropriately and independently.	Maintain cleanliness and personal hygiene.	Respect shared areas. Report any damage or maintenance needs.
Outside	Engage positively with others.	Use spaces and equipment properly.	Respect the environment, property and safety of others.
Always	Stand in silence for National Anthem Demonstrate good manners Wear correct uniform relevant to individual timetables Hold doors open for adults Arrive to class and Flourish programmes on time Respect school building, facilities and resources Act in an inclusive fashion Ensure good communication		

5. Instilling Pride

The school places strong emphasis on positive reinforcement and instilling pride in our students. The school applies a graduated and proportionate response to behaviour, ensuring that interventions increase in line with the frequency and severity of behaviour.

Milestone rewards and recognition points are celebrated through assemblies, communication home, and whole-school events, ensuring that positive behaviour is consistently recognised and valued.

Parents are informed at key behaviour thresholds to ensure a strong partnership and early support for students.

Reward System

QE students are recognised for their effort, improvement, kindness, courage, regulation and for our school values (Excellence, Integrity, Ambition, Curiosity, Community and Responsibility). All recognition is linked to the school vision (Confident, Able and Responsible).

Recognition may include;

- Verbal praise
- Class acknowledgement

- House points
- Proud Post
- Certificates
- Leadership Opportunities
- Communication home
- House competitions
- Certificates and awards
- Leadership opportunities
- Public celebration of success across academic, pastoral, and sporting achievements
- QE House Badge (bronze, silver, gold, platinum)
- Praise & Thank you Cards
- Golden tickets and Raffle System (Senior students only)
- Educational Reward Trips

Rewards are recorded on Epraise to ensure consistency and tracking.

Recognition is specific, authentic and focused on character and growth.

Reward Opportunities

Reward Shop and Charity (Instilling Pride)

Students can:

- Redeem points in a school reward shop
- Choose to donate points to charitable causes, promoting social responsibility

6. Managing Behaviour

The school adopts a graduated, consistent, and restorative approach to managing behaviour. Staff respond to behaviour in a calm, consistent, and proportionate manner, ensuring that all students are supported to reflect, repair, and make positive choices. Positive behaviour and strong relationships are central to high-quality teaching and learning and underpin all aspects of school practice.

Behaviour is addressed through a staged approach, moving from low-level intervention to more formal support where required. All behaviour is recorded on Firefly (ePraise) to ensure consistency, transparency, and early intervention.

This approach ensures that behaviour is managed consistently, fairly, and in a way that supports both learning and wellbeing.

6.1 Behaviour Pathway

Behaviour Thresholds and Consequences

See *Prep school appendix: Steps of Support*.

Level 1: Positive Reinforcement

Examples: Academic and pastoral

Response:

- Say Hey Your Way / Meet & Greet
- Praise and recognition
- House points awarded
- Positive behaviour recorded on Firefly
- Email or phone call home from teacher or SLT when sustained student achievement occurs within a term (see *Section 6.2*)
- *Other forms of recognition as shared in the policy (see section 5. Instilling pride).*

Level 2: Low-Level Behaviour

Examples: calling out, off-task, minor disruption

Response:

- Non-verbal reminder
- Positive redirection
- Use of scripts to support behaviour choices
- Reflective Conversation
- There may be more than one reflection issued based on staff's professional judgment.
- If the teacher cannot provide evidence of having followed Level 1 for persistent behaviour, then the escalation cannot be made.
- Staff to log on ePraise on the student's behaviour profile.

Level 3: Repeated Behaviour

Examples: continued disruption, refusal to follow instructions

Response:

- Private conversation
- 30-40 minute Lunch time Detention (Senior only)
- Reflect and Reset sheet(s) completed.
- Recorded on Firefly (warning / demerit)
- There may be more than one detention issued based on staff's professional judgment
- Incident will also be communicated home by the Head of Year / Head of Department by Phoning first and followed up with an email.

Level 4: Serious Behaviour

Examples: defiance, disrespect, unsafe behaviour

Response:

- Referral to Head of Year / Deputy Head of Pastoral
- Parent communication
- Restorative meeting
- Appropriate and proportionate consequence applied, such as loss of break time (Prep School) or detention (Senior School), alongside restorative reflection

Level 5: Severe Behaviour

Examples: bullying, aggression, serious misconduct

Response:

- SLT involvement
- Formal sanction (internal suspension / suspension)
- Safeguarding procedures followed
- A formal warning letter will be issued by the DHP to parents who will be expected to sign, before attending a reintegration meeting is held with a Senior Leader.
- The Student(s) will also sign to acknowledge that the exhibited behaviour will not be repeated.

- Option of a mentor, and/or 'Back on Track: Level 3' Report to be issued and/or Community Service* to give back to QES.
- All to be logged in detail on C-poms.

Suspensions and exclusions are used as a last resort and are implemented in line with KHDA guidance.

*3 Separate offenses of Level 5 behaviour will result in a meeting with the Head of Senior to discuss a student's permanent exclusion**

**Permanent Exclusion: A student may face permanent exclusion if they consistently display severe and unacceptable behaviour, demonstrating a lack of effort to modify their conduct even after being provided with opportunities to do so. This measure is implemented if a student commits a criminal act or if the nature of the offense poses a risk to the safety of other students. The Head of School/Principal initiates permanent exclusion, subject to approval by the KHDA. Parents maintain the right to appeal this decision.*

The school may apply behaviour expectations and consequences both within and beyond the school environment where conduct impacts the safety, wellbeing, or reputation of the school community. Students may also be restricted from extracurricular activities, trips, or events where behaviour does not meet school expectations.

The school reserves the right to search and confiscate prohibited items in line with school policy and safeguarding procedures.

Serious or persistent behaviour concerns may be reviewed by senior leaders to ensure appropriate support and intervention. In exceptional circumstances, where there are persistent or serious breaches of the school's expectations, the school reserves the right to review a student's continued place in line with the parent contract and KHDA regulations. Decisions are made with careful consideration of the wellbeing of all students and the wider school community.

Where behaviour presents a safeguarding concern, procedures will be followed in line with the Safeguarding and Child Protection Policy.

6.2 Praise and Consequence Threshold

Praise Thresholds & Communication Home

To celebrate sustained student achievement, the following staff will contact home when students reach each praise threshold:

- Class Teacher / Tutor – 25 points
- Head of Year – 50 points
- Assistant Head – 75 points
- Deputy Head of Pastoral – 100 points
- Head of Pre Prep/Prep or Senior – 150 points
- Principal – 250 points

Behaviour Thresholds & Consequences

Pre Prep / Prep School

All behaviour thresholds must be recorded as an intervention on ePraise

- **5 demerits:** Reflect and Reset sheet completed - discussion with class teacher and student.
 - **7 demerits:** Reflect and Reset sheet completed - DH Pastoral to have a restorative conversation with student.
 - **10 demerits:** Reflect and Reset sheet completed, restorative conversation with student and DH Pastoral followed by a phone call with parents to discuss support and next steps.
- In the Prep we recognise the value of preventative strategies and curiosity when considering the behaviour of a student. If a child exceeds 10

Senior School

All behaviour thresholds must be recorded as an intervention on ePraise.

- **5 demerits:** Back on Track conversation with Tutor.
- **10 demerits:** Lunchtime reflection on Tuesday or Thursday (senior). Complete reflection form 1. Tutor to send parent email.
- **15 demerits:** After-school detention on Tuesday (3:30–4:30pm) with Heads of Department or Heads of Year. Provide a Level 1 Back on Track Report or Departmental Report. A mentor could be assigned. Student may be taken off a sporting game if part of a sports team. Complete reflection form 2. Parents informed by tutor via phone call.
- **20 demerits:** After-school detention on Thursday (3:30–4:30pm) with a member of SLT
Level 2 Back on Track Report Card to be issued/Departmental Report issued.

demerits a meeting between the Head of Prep, DH Pastoral and the parents would take place to discuss next steps and a reflective external suspension may take place if this is deemed appropriate in the circumstance.

Demerits exist as a record of behaviour to build a picture of the student and how we can best support them. It is not used as a threat. Thresholds will be reset at the beginning of each new term.

Thresholds will be reset at the beginning of each term, but all previously logged behaviour will remain on the student's record). HOYs will monitor behaviour across their year groups and send out behaviour reports from ePraise each Friday to CTs allowing them to discuss any behaviour concerns with student(s).

Parent meeting to be called and led by the HOY. Round robin conducted.

For subjects: HOD and SLT LM will meet with the student and their parents to discuss next steps. Potential removal from sporting team/trips.

- **25 demerits:** One-day reflective external suspension: Level 3 Back on Track Report/ Departmental Report. Head of Year to conduct a round robin with the student's teachers. A formal Parent Meeting will be arranged by the HOY and DHP.

The students will be removed from any sporting teams and not be permitted to attend any upcoming in country or international trips until behaviour improves.

Thresholds will be reset at the beginning of each new term.

Thresholds will be reset at the beginning of each term, but all previously logged behaviour will remain on the student's record). HOYs will monitor behaviour across their year groups and send out behaviour reports from FF each Friday to tutors allowing them to discuss any behaviour concerns with student(s).

Departmental:

There will be no re-sets of thresholds for continued behaviour within a single subject. HODs are to review behaviour points and lateness in their subjects to look for patterns and include them in weekly Department meetings.

Communication at Each Behaviour Threshold – Split between Pastoral Leaders for Social Behaviour and Classroom Teachers / Heads of Department responsibility for subject / classroom behaviour.

(Each action must be logged as an intervention on ePraise).

- **5 demerits:** Classroom Teacher / Personal Tutor emails home
- **10 demerits:** Head of Year emails and phones home
- **15 demerits:** Deputy Head of Pastoral phones parent and sends confirmation email
- **20 demerits:** DHP and HOY meet with parent and send confirmation email
- **25 demerits:** Head of Prep or Senior and HOY meet with parent and send confirmation email

6.3 Consistent Staff Language and Scripted Interventions

At Queen Elizabeth School, staff use consistent, calm, and respectful language to promote positive behaviour, reinforce expectations, and support student self-regulation.

A shared approach to communication ensures that all students experience clarity, fairness, and consistency across the school.

Staff are expected to:

- Use positive reinforcement as a first response, recognising and praising appropriate behaviour
- Address behaviour calmly and privately, maintaining student dignity
- Apply 30-second scripted interventions to redirect behaviour and restate expectations (see Appendix)
- Use restorative language to support reflection and repair relationships
- Maintain high academic and behavioural expectations through clear and purposeful communication

Examples of effective staff language include:

- *"Thank you for being ready to learn."*
- *"I've noticed you are off task. At QE, we focus on our learning. I need you to refocus now, thank you."*
- *"What do you need to do now to get back on track?"*

See appendix for scripts

This consistent use of language supports a positive, respectful, and inclusive school culture, enabling students to take responsibility for their behaviour and make informed, positive choices.

6.4 Behaviour on School Transport

The school expects all students to demonstrate positive behaviour when travelling to and from school, including on school buses. Expectations remain consistent with the values and standards outlined in this policy while on the bus. In addition, devices are not permitted to be used while traveling on school transport.

All incidents are reported by the bus supervisor and recorded on Firefly (ePraise) to ensure consistency, monitoring, and appropriate follow-up.

Where behaviour does not meet expectations, a graduated response will be applied:

- First incident: Restorative conversation with the student to reinforce expectations
- Second incident: Communication with parents and warning issued regarding potential bus suspension
- Third incident: Temporary suspension from the school bus and parent meeting
- Further incidents: Extended suspension or removal of bus privileges

Serious incidents will be reported immediately to Senior Leadership and parents and may result in immediate sanctions in line with the Behaviour Policy.

The school reserves the right to withdraw bus privileges where behaviour compromises the safety or wellbeing of others.

7. Restorative Approach

Restorative practice is central to behaviour management and supports students in developing responsibility, empathy, and positive relationships.

Students are supported to:

- Reflect on their actions
- Understand the impact of their behaviour on others
- Take responsibility for their choices
- Repair relationships and rebuild trust

- Make positive choices moving forward

8. Use of Firefly

Firefly is used to:

- Record behaviour on ePraise (House Points and demerits)
- Track patterns and trends
- Ensure consistency across staff
- Communicate with parents where appropriate

9. Inclusion and Support

The school recognises that behaviour is a form of communication and may reflect underlying needs. We are committed to ensuring that all students receive appropriate support to enable them to succeed.

Support is provided through a graduated and inclusive approach, including:

- Differentiated classroom strategies and adaptive teaching
- Support from the Inclusion Team, including SEND specialists where appropriate
- Individual behaviour or support plans tailored to student needs
- Targeted interventions (e.g. mentoring, small group support)
- Pastoral support through tutors, Deputy Head of Pastoral, and wellbeing staff
- Collaboration with parents to ensure consistency between home and school
- Referral to external agencies or specialists where required

Where appropriate, reasonable adjustments are made to ensure that all students can access learning and meet behaviour expectations.

10. Anti-Discrimination Statement

The school adopts a zero-tolerance approach to discriminatory behaviour, including racism, sexism, or any form of prejudice. All members of the school community have the right to feel safe, valued, and respected.

Incidents of discriminatory behaviour or language are treated as serious and will be addressed promptly in line with the Behaviour and Safeguarding policies.

The school is committed not only to addressing such incidents but also to educating students, promoting understanding, and fostering a culture of inclusion, respect, and empathy.

11. Academic Behaviour

The school promotes academic integrity and expects all students to complete work honestly and authentically. Instances of academic dishonesty will be addressed in line with the behaviour policy.

12. Student Voice

Students are encouraged to:

- Reflect on their behaviour and take responsibility for their actions
- Contribute positively to school culture and community
- Participate in leadership opportunities (e.g. student council, ambassadors, peer mentors)
- Share their views and experiences through surveys, forums, and discussions
- Contribute to the development and review of school initiatives, including wellbeing and behaviour

Student voice is actively valued and informs decision-making across the school, ensuring that students feel heard, respected, and empowered.

13. Parent Voice

Parents are recognised as integral partners in supporting student development, wellbeing, and behaviour. The school works in close partnership with families to ensure a consistent and collaborative approach.

Parents are encouraged to:

- Engage in open and regular communication with the school
- Use respectful language when discussing behaviour
- Model the school values

- Participate in meetings, workshops, and school events
- Share feedback through surveys, consultations, and informal dialogue
- Support the school's expectations and values at home
- Inform the school of significant contextual changes
- Work collaboratively with staff to support consistent approaches
- Support school decision making in relation to sanctioning

Parent voice is actively valued and contributes to the ongoing development and review of school practices, ensuring a strong and effective partnership between home and school.

14. Consistency and Staff Practice

Consistency is key to the success of this policy.

All staff are expected to:

- Apply expectations consistently
- Model positive behaviour
- Use agreed language and strategies
- Follow systems and procedures

As a new school, this consistency is essential in establishing a strong and positive culture from the outset.

Teaching staff are expected to;

- Use appropriate regulated language
- Follow the QE steps of support (Prep)
- Ensure calm, structured and predictable classrooms
- Explicitly teach routines and expectations
- Teach emotional literacy and regulation skills
- Collaborate with inclusion and specialists
- Use agreed scripts and restorative conversation practices
- Communicate when their own wellbeing needs support

Pastoral leads are expected to;

- Conduct regular behaviour and wellbeing audits
- Identify whole school training priorities
- Deliver staff development
- Review classroom environments for behaviour, regulation and neuro-affirming practices.

15. Social Media

Incidents of misuse may include any form of inappropriate activity conducted via social platforms. This can encompass actions such as cyberbullying, harassment, deformation and the creation of fake accounts designed to deceive, mock, or harm others. While QE is committed to addressing and mitigating the impact of social media misuse through awareness assemblies, guest speakers and Pastoral sessions, it is ultimately the responsibility of parents to monitor and guide their children's online interactions outside of school hours.

QE will support affected students and their families through restorative and mediative conversations to foster understanding and resolution.

For any incidents that fall under a level 5 infraction that impacts staff or student safety or wellbeing, QE will address each case individually, considering the unique circumstances and context of the situation. This process will involve a thorough investigation, including gathering relevant information from all parties involved from an objective stance. QE will engage in open communication with students and parents, ensuring transparency throughout the process. Appropriate consequences will be determined based on the severity and nature of the infraction and how it has impacted student or staff wellbeing at QE. Support will be provided to affected individuals.

16. Student conduct beyond the school site

Student conduct beyond the school site is an extension of everyday expectations, and all Behaviour for Learning principles remain in place at all times. This includes educational trips, sports fixtures, day visits, and any occasion where students are representing Queen Elizabeth's School outside of the school building. Students are expected to demonstrate the same high standards of behaviour, respect, and responsibility as they would within school, recognising that they are ambassadors for both themselves and the school within the wider community. Clear routines, staff guidance, and consistent expectations underpin all activities, with a focus on safety, inclusivity, and positive conduct. Any behaviour that falls below expectations will be addressed in line with the school's behaviour procedures, ensuring consistency, accountability, and opportunities for reflection.

Use of Personal Communication Devices whilst off site:

Students found in possession of personal devices capable of communication (e.g. phones, smartwatches, Air Tags, Personal laptops or tablets) during school trip may be banned from the next trip. If this behaviour is repeated or forms part of a pattern, the student risks permanent exclusion from all future trips, both domestic and international.

17. Personal Devices

At QE, we are committed to creating a focused, respectful, and distraction-free learning environment. The overuse of mobile phones and smartwatches can negatively impact concentration, wellbeing, and social interaction. This policy supports students in developing healthy digital habits, encouraging presence, responsibility, and purposeful engagement throughout the school day. All students are expected to hand in mobile devices to their tutor each morning and collect at the end of the day.

Personal Devices Covered*

- **Mobile phones**
- **Smartwatches** (including fitness trackers with messaging capabilities)
- Personal laptops and tablets

Devices must not be visible or used anywhere on site during the school day. They may only be used once students are off school grounds. Students are to hand in each morning and collect at the end of the day.

Staff Checks

As part of the QE's commitment to maintaining a focused and distraction-free learning environment, the following procedures are in place to ensure student compliance with mobile phone expectations:

Daily Form Checks

During form each morning, tutors are responsible for carrying out a standardised device check. This involves visually confirming that all students have handed in their devices and that they are not accessible. This routine is a core part of daily expectations and reinforces clear digital boundaries during the school day.

Random Spot Checks

In addition to tutor checks, Heads of Year and Senior Leaders will conduct unannounced spot checks throughout the school day. These may take place during lessons, break times, or transitions to ensure consistent adherence to expectations.

Phone Seen or Used on Site:

If a student is seen using or carrying a personal device during the school day:

- First time: The phone will be confiscated and returned at the end of the day. Parents will be notified by the Head of Year.
- Second time: The student will receive a one-day internal suspension. The phone must be collected by a parent.
- Third time: The student will receive a one-day external suspension. The phone must be collected by a parent and this will be followed by a formal reintegration meeting.

18. Monitoring and Review

The effectiveness of this policy is monitored through:

- Behaviour data (Firefly)
- Student and staff feedback
- SLT review

Behaviour data is analysed regularly to inform strategic planning and ensure a positive impact on student outcomes and wellbeing.

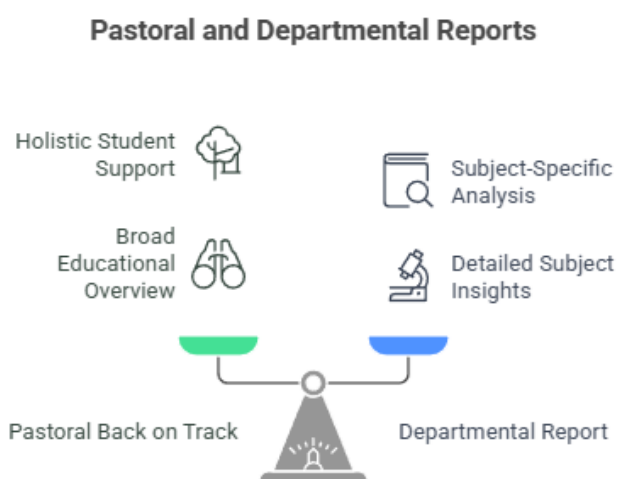
The policy is reviewed annually.

15. Conclusion

Queen Elizabeth School is committed to fostering a positive, respectful, and inclusive environment where all students can succeed. Through a consistent, restorative, and values-driven approach, we ensure that behaviour supports both learning and wellbeing.

Appendix

Back on Track report guidance:



Students should remain on report for a minimum of (Pastoral 4-6 weeks / Departmental 6 Lessons).

Pastoral: If after 2 weeks the current report is not having the desired impact, escalate to the next level of report.

If a student keeps losing their Back on Track report or shows no sign of improvement:

First time lost – Remind the student of the importance of the report and reissue it. Contact home briefly (email or call) to inform parents and gain support in helping the student take more responsibility.

Second time lost – Reissue the report, Student to sit a detention with the reporting member of staff to reset expectations. Record this pattern as a concern on Go 4 School and update parents.

Third time lost or repeated pattern – Escalate to a Level 3 intervention.

Issue a new Back on Track report with stricter monitoring, detention issued, moved to the next level of report if possible.

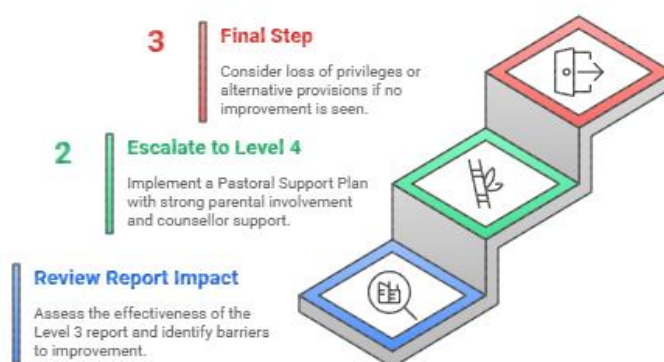
oContact home to reinforce partnership and raise the seriousness of repeated non-compliance.

Pastoral:

Managing Student Progress and Escalation



If after Level 3 report is issued and shows no improvement overall:



Glossary:

Succinctly*

Incidents or infractions that take place back-to-back or quickly before staff are made aware.

Detention*

A detention is a Senior School disciplinary consequence for violating school rules, typically involving time spent in a supervised setting where students may complete work or reflect on their behaviour. Its purpose is to reinforce boundaries through structured consequences.

Reflection*

A reflection is a restorative process focused on helping students understand the impact of their actions and learn from them. It encourages personal responsibility and growth, using activities that promote empathy and better decision-making in the future.

Investigation Process*

An investigation into any behavioural incident will involve a thorough and impartial fact-finding process. This includes gathering statements from witnesses, the victim, and the instigator to understand multiple perspectives of the event. The investigation may also involve reviewing any available CCTV footage or digital evidence, where applicable. All relevant information will be carefully evaluated, and the school will ensure confidentiality and fairness throughout the process, while working in accordance with safeguarding and disciplinary protocols.

Internal Suspension*

An internal suspension is a serious consequence where a student is temporarily removed from their regular classes and social interactions but remains within the school premises. During this period, the student is assigned to a supervised area, such as the Head of Year office or SLT Office, where they complete academic work provided by their teachers. The goal of internal suspension is to allow the student time to reflect on their behaviour in a structured environment while continuing their education. It also serves as an opportunity for staff to investigate or work with the student on improving behaviour through restorative discussions, counselling, or mentoring sessions. The duration and specific terms of the internal suspension are determined based on the nature of the infraction, with the aim of reintegrating the student into the school community in a positive manner.

***Exclusion from Out-of-School Activities: Consequences for Persistent or Severe Behaviour:**

For any students engaging in persistent or extreme behaviour within the school environment or when representing QE (wearing of Uniform or Kit).

(Such behaviour may include unsafe behaviour, safeguarding concerns, repeated disruptions, defiance of authority, extreme refusal to follow instructions/ or other

actions deemed detrimental to other students or staff wellbeing, the learning environment)

Students found in violation of this policy may be prevented or removed from participating in extracurricular activities, school trips, sporting events, teams or school performances, as a disciplinary measure and any refunds due may not be provided.

Community Service*

Community service activities focus on contributing positively to the school community to make up for the exhibited behaviour. These activities allow students to give back to their immediate environment and foster a sense of responsibility and collaboration.

Examples of in-house community service activities could include:

- Assisting teachers with classroom organisation or preparing resources.
- Supporting younger students during break or lunchtime.
- Helping to maintain cleanliness in communal areas, such as the cafeteria or playground.
- Setting up or breaking down school events, such as assemblies or performances.

Serving as a student ambassador for school events or open days.

Prep appendices

QE Prep School Steps of Support



The Steps of Support provide a graduated response designed to de-escalate early and support regulation.

Step 1: Universal Prevention

Clear routines
Explicit expectation teaching
Visual supports
Relationship building
Positive noticing

5: Senior Leadership Involvement

Formal meeting
Individualised plan
Risk assessment if required
External professional referral where appropriate

Step 2: Gentle Redirection

Non-verbal cue
Proximity
Scripted reminder
Choice within boundaries

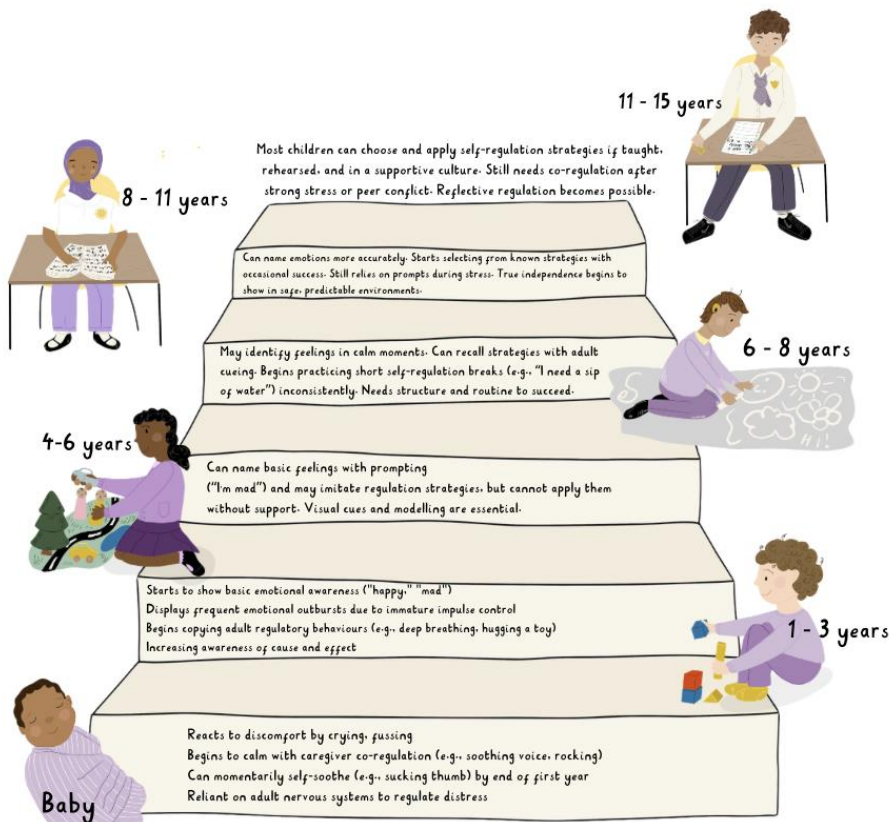
Step 3: Regulation Support

Time-in with adult
Regulated breathing or grounding
Reflection scaffold
Short reset space (supervised)

Step 4: Targeted Intervention

Restorative conversation
Parent communication
Behaviour support plan
Connect the Dots review
SENDCo involvement

Building Skills Steps to Self Regulate



Barrett, L. F. (2020). *7½ Lessons About the Brain*. Picador.

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Q E Prep Classroom Culture and Environment



Classroom Culture and Environment (Prep School)

At Queen Elizabeth's School, Dubai Prep, we recognise that behaviour is shaped by environment, relationships and systems. Every classroom is committed to creating conditions that set children up for success.

All classrooms are committed to:

Ensuring basic needs are met

Maintaining consistent and effective classroom management systems

Placing wellbeing at the heart of daily practice

Physical Environment: Setting Children Up for Success

Classrooms are intentionally organised to ensure clarity, predictability and belonging.

This includes:

Every child having a designated chair or space

Clear sight lines to teaching areas

Flexible seating to allow comfortable movement

Defined carpet and table spaces

Organised carpet routines

Clearly labelled names and belongings

Structured pupil equipment systems

Clear book organisation expectations

Clutter-free educator spaces

Organisation reduces cognitive load and supports self-regulation.

Wellbeing-Centred Design

Classrooms are designed to support emotional safety and regulation.

All classrooms:

Provide access to a calm space and/or calm tools

Use a form of daily wellbeing check-in

Use readable fonts and clear visuals

Use visuals to support text wherever possible

Maintain clutter-free displays

Use purposeful, calming colour choices

Maximise natural light where possible

Promote access to nature where feasible

Display pupil work to promote belonging

Use visual timetables

Neuroaffirming Practice

QE Dubai Prep classrooms are neuroaffirming and inclusive.

This includes:

Providing additional physical space where appropriate

Offering noise-cancelling headphones where needed

Making chair bands, wobble cushions and sensory tools available

Ensuring supportive tools (e.g., "I Need" bookmarks) are accessible

Being mindful of light, temperature and noise

We recognise that proactive environmental adjustments prevent escalation.

Proactive and Preventative Practice

QE Dubai Prep is committed to proactive and preventative strategies in everyday practice.

Proactive: Getting ahead of needs and big feelings

Preventative: Reducing the likelihood of escalation

Purposeful, rehearsed Routines

All classes explicitly teach, model and rehearse routines so that pupils know:

How to line up

How to sit at tables and on the carpet

How to transition within class

How to transition around the school

How to talk to partners

How to arrive in the morning

How to collect equipment

How to present work in books

What dismissal looks like

How to tidy up

How adults gain attention

Classroom agreements are co-created at the start of the academic year and revisited regularly. Purposeful displays reinforce expectations.

Everyday Habits That Support Wellbeing

Across the Prep School:

All educators greet pupils daily

All classrooms use visual timetables

All classrooms use a wellbeing check-in

All educators use agreed Calm Scripts

Soft starts and soft transitions are used to support regulation

All classes promote "You Belong Here" messaging

Belonging is a protective factor in behaviour and wellbeing.

12. Communication Strategies That Support Wellbeing

Classroom communication systems include:

Desk check-ins

Connection boxes

Non-verbal communication signals

Access to journaling

These systems provide safe avenues for emotional expression.

Developing Self-Esteem

QE Dubai Prep is committed to developing pupil self-esteem and identity.

We use:

WIN Scripts

Proud Postcards

Proud Journaling

Daily Proud Reflections

Recognition is specific, authentic and linked to effort, growth and character.

Consistent Whole-School Language and Scripts

Consistency of language builds emotional safety and clarity.

All staff use agreed whole-school scripts.

Boundary Scripts

Boundary scripts provide clear, calm limits with alternative choices.

Examples include:

"You can't run in the classroom, but you can jump on the spot to use that energy."

"You can't call out, but you can write your answer on your whiteboard."

"We don't talk over each other, but we do take turns."

"I won't allow pushing in. If you need more space, you can come to the front."

These scripts maintain dignity while reinforcing expectations.

CALM Scripts (Emotion Coaching Approach)

CALM provides a structured approach to de-escalation:

C – Connect

A – Acknowledge

L – Limit

M – Move forward

Example:

"Jen, I'm here.

I can see you're feeling frustrated.

We don't scribble in our books.

Let's go and scribble in the calm space."

WIN Scripts (Strength-Based Feedback)

WIN scripts reinforce social and emotional skills.

W – Witness

I – Invite reflection

N – Name the strength

Example:

“Wow, everyone completed their tidy-up job.

How does it feel when we all work together?

That’s what I call teamwork.”

WIN scripts explicitly link behaviour to character development.

Teaching Social and Emotional Skills

QE Dubai Prep recognises the central role social and emotional skills play in behaviour.

These skills are explicitly taught through:

Talk partners

Regular collaborative group work

Story-based reflection

The Emotions Shed curriculum

Learning Pathways

Structured wellbeing/ PSHE provision

Staff continually model emotional literacy using:

WIN scripts

CALM scripts

Everyday Regulation

All classes:

Use daily wellbeing check-ins

Provide access to a calm space

Provide access to sensory tools

Regulation is embedded into daily routines, not reserved for moments of crisis.

Additional Support for Individual Pupils

Where pupils require targeted support, the school may implement:

Visual Support Plans

Personal Pathways

Sentence stems

Connect the Dots interventions

SENDCo involvement

Family collaboration

Support is responsive, individualised and regularly reviewed.



Reflect and Reset



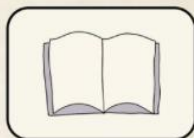
What happened?



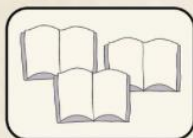
How were you feeling?



What was the impact of your choice?



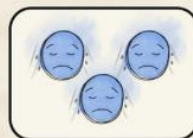
I stopped myself from learning



I stopped others from learning



I feel sad



I have made others feel sad

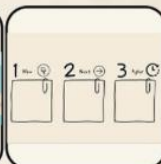
What can we do now?



Finish my work



Create a pathway together



Try a Now, Next, After



Talk to someone



Something else