



مدرسة سمارت فيجن
SMART VISION SCHOOL

***Behaviour for
Learning Policy
2026/2027***

Date of Original Policy: August 2024

Date of Next Review: August 2027

SVS Behaviour for Learning Policy

Purpose

- *To maintain high standards of behaviour within the learning environment.*
- *To encourage pupils to make good choices and take responsibility for their actions.*
- *To provide clear expectations that all members of the learning community understand and uphold.*

House System

At SVS, each pupil is allocated to one of four houses, each named after renowned Arabian horses:

- ***Godolphin***
- ***Padron***
- ***Hector***
- ***Darley***

Pupils can earn House Points individually, which simultaneously contribute to their house total.

House Points are awarded for:

- *Positive behaviour*
- *Kind gestures*
- *Academic effort and achievement*
- *Demonstrating school values*
- *Excellence across all areas of school life*

The House Point system is tracked via a digital platform, enabling both staff and pupils to monitor individual and house progress. House Point tokens may also be awarded during lessons (including specialist subjects) and by members of the Senior Leadership Team (SLT).

Rewards

House Points

- *Bronze Certificate – 50 points*
- *Silver Certificate – 100 points*
- *Gold Certificate – 150 points*

Weekly Recognition

- *Star of the Week (EYFS & Primary)*
- *Learner of the Week (Secondary)*

Formal Recognition

- *Good Conduct Letter from the Head of School / Principal*

Consequences

- *SVS Class Behaviour Chart*
- *Reflection Time*
- *Communication / Meeting with Parents*
- *Conduct Warning Letter from Head of School / Principal*

Behaviour Log – “Reflection Time”

The Reflection Log is used by the SVS Leadership Team to track behaviour concerns and low-level disruptions.

Reflection Time is facilitated by the Head of Pastoral Care and provides an opportunity to:

- *Support social and emotional development*
- *Encourage pupils to reflect on their choices*
- *Promote positive behaviour*
- *Maximise learning potential*

Expectations for Teachers

Teachers are expected to:

- *Follow the behaviour steps consistently*
- *Communicate expectations clearly*
- *Use positive and professional language (e.g., “good choices,” “kind hands,” “kind words”)*
- *Role model respectful and appropriate behaviour*

Important:

All major incidents or serious concerns must be reported immediately to the Head of Pastoral Care and the Principal. Action will be taken in line with UAE law and KHDA guidelines. Sanctions involving health and safety risks (e.g., unsafe behaviour on school transport) may result in suspension from the hazardous environment.

Monitoring and Evaluation

Behaviour management is monitored by the Pastoral Leadership Team.

Behaviour Guide – Class Teacher

Use of Behaviour Chart in Class

Step 1: Verbal Warning

- *Clearly explain expectations.*
- *Move the child to “**Think About It**” (Yellow).*

Step 2: Second Verbal Warning

- *Reinforce expectations and remind the pupil of the previous warning.*
- *Move the child to “**Think About It**” (Orange).*

Step 3: Final Warning → Reflection Time

- *If behaviour continues, move the child to **Reflection Time (Red)**.*
- *Log the incident on the Behaviour Log, clearly outlining the three steps taken.*
- *The incident must be recorded before the pupil attends Reflection Time.*

Important:

*The behaviour chart is flexible. Pupils should be encouraged to improve behaviour and move back to **Green – “Ready to Learn.”** Positive reinforcement is essential.*

Pastoral & MLT Intervention

Reflection Time

- *Pupils receiving three warnings resulting in Reflection Time will be logged.*
- *During Reflection Time, pupils will:*
 - *Discuss their behaviour*
 - *Identify better choices*
 - *Plan how to improve moving forward*

Parental Communication

- More than 3 reflections in one week → Parents informed.
- Ongoing reflections throughout the term → Parent meeting required with MLT/Head of Pastoral. Meeting minutes must be uploaded to the Reflection Log within 24 hours.

Conduct Grades

All pupils begin the academic year with 100% for Behavioural Conduct & Attitudes to Learning. Conduct or Behaviour points will be deducted following Reflection interventions as outlined below.

Level:	Examples:	Consequence:
1 Low level disruption	However not limited to; Failing to maintain attention, not following instructions, not making good choices, back chatting, not using kind words, disrupting others...	A deduction of 1 conduct point for every level 1 entry in the reflection log & pastoral intervention.
2 Inappropriate Behaviour	However not limited to; Name calling, being unkind to friends, purposely upsetting peers/ colleagues, unkind gestures...	A deduction of 2 conduct points for every level 2 entry in the reflection log & pastoral intervention.
3 Non-Negotiables	However not limited to; Physically harming another, putting another at risk, damaging property, swearing...	A deduction of 3 conduct points for every level 3 entry in the reflection log & pastoral intervention.
4 Serious Misconduct	However not limited to; a misuse of a resource causing potential emotional, social or physical harm including websites, sharp objects, vandalism or illegalities.	A deduction of 4 conduct points and immediate intervention from the Head of Pastoral or Principal that may result in suspension.

SEN Consideration

If behaviour suggests a possible Special Educational Need (SEN) or safeguarding concern, teachers must submit a referral to the Head of Pastoral Care and the Inclusion Department promptly.

SLT Intervention

Conduct Concern Meetings & Warning Letters

If inappropriate behaviour persists:

- SLT will host a formal meeting with the MLT / Head of Pastoral. Reflection logs and meeting minutes will be reviewed.
- The Inclusion Department may observe and issue an Individual Behaviour Plan.
- The Principal may issue a formal Conduct Warning Letter in serious cases.