

Repton Dubai

Positive Behaviour Policy

Academic Year 2026–27

Review cycle: Annual · Approved by: Senior Leadership Team and Principal

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1. Overview

At Repton we maintain high standards of behaviour by recognising and rewarding positive conduct from our students and challenging behaviour that falls short of our expectations. The highest standards of conduct are communicated through the routine sharing of the Repton Values, and the character traits that underpin excellent behaviour are explicitly taught through PSHCE and wellbeing assemblies.

It is our intention that our students are reflective and able to take personal responsibility for their actions as well as collective responsibility for their wider community. We aim to create a happy and supportive environment where young people can flourish as individuals. We do not support any circumstances in which a student would feel belittled, humiliated or shamed before their peers.

All members of staff are expected to set a positive example and to establish an appropriate tone about dress, punctuality and personal conduct. Staff will challenge all poor behaviour directly with students before referring on to pastoral staff if additional support is required. In this way, students will benefit from consistency and positive relationships with all staff.

1.1 Aims of This Policy

- Establish a culture and environment where all students and staff thrive.
- Develop a clear sense of belonging and understanding of what it is to be a Reptonian.
- Recognise, reward and celebrate behaviours that demonstrate our Reptonian values.
- Create fairness and consistency in behaviour management.
- Support students who struggle to manage their own behaviour.
- Provide early identification and intervention for students who may have additional needs.
- Provide targeted, reasonable adjustments for our most vulnerable students.
- Involve students, parents and school staff in a collective approach to constantly improve behaviour and standards.

2. Policy Scope

This policy applies when students are on the school site, on school trips, on STS transport, and when they are in school uniform at other times and therefore representing the school to the public. It may also apply if students are engaged in illegal or dangerous behaviour outside school that could damage the school's reputation or cause a risk to others.

Although Repton seeks to always promote positive behaviour outside school, we are unable to address all issues of poor or unwise behaviour — particularly online communication — outside regular school

hours. In these instances, we ask parents to discuss and address these matters directly with their children.

3. Repton Values

The Repton Values should be displayed in every classroom and corridor and referred to when discussing behavioural choices with students.

Character Values	Community Values	School Values
• Empathy • Innovation • Growth Mindset • Respect • Integrity • Excellence	• Rounded • Grounded • Unbounded	• Excellence • Commitment • Trust

The Repton Values are simplified into Golden Rules for younger children in our Early Years department, to build an understanding of our behavioural expectations.

4. Expectations

Our Behaviour Code of Conduct makes clear to students how they can achieve acceptable standards of behaviour.

4.1 Staff

- Ensure school rules and expectations are upheld at all times.
- Model expected behaviours and provide support as required.
- For younger students, focus on emotional regulation and encourage them to express their feelings.
- Create a positive learning environment full of encouragement and praise.
- Celebrate students' successes.
- Apply consequences fairly and consistently in line with this policy.
- Record all rewards and behaviour points for students on iSAMS.

4.2 Parents

- Follow the school's policy guidelines.

- Support their child and the school in managing their child's behaviour and engagement.
- Engage with the school's strategies to improve their child's behaviour and engagement.
- Inform the school of any changes in circumstances that may affect their child's behaviour or engagement.
- Discuss any behavioural concerns with the school promptly.
- Treat all members of the school community with dignity and respect.

Each parent signs a copy of the KHDA guidelines and Repton terms and conditions on admission to Repton Dubai, acknowledging that they have read the guidelines and fully understand their responsibilities to ensure their child behaves positively in school.

4.3 Students

- Put their best effort into all that they do.
- Be aware of and follow the behaviour expectations and sanctions.
- Always be kind and respectful to all staff and each other.
- Behave responsibly so as not to disrupt the classroom or the learning of peers.
- Move safely and quietly around the school.
- Treat school buildings and school property with respect.
- Always wear the full correct uniform.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and outside school hours.

5. Repton Student Charter

Rights	Responsibilities
To be valued, recognised as an individual, and treated equally to all other students.	To value others, celebrating the diversity of our community with tolerance.
To be encouraged to enjoy learning in a positive environment in order to achieve.	To support and encourage others to learn, promoting a positive environment and achievement.
To be treated with kindness, respect and dignity.	To respect others — their views, their property and the school environment as a whole.
To have a voice in the community and opportunities to be heard.	To listen to and seek to understand other people's opinions.
To be dealt with fairly and consistently.	To understand, accept and support the school's rules and expectations.

6. Behaviour for Learning

To provide the best opportunities for personal, social and emotional development, we plan for:

- Activities that promote emotional, moral and social development alongside intellectual development.
- Environments that are calm, safe and free from disruption.
- Experiences that help children develop autonomy and the disposition to learn.
- Opportunities to give positive encouragement to children, with staff acting as positive role models.
- Relationships between staff, children, parents and workers from other agencies to be positive and professional.
- Effective use of behaviour management systems.

6.1 Learning Expectations

Students will:

- Attend all lessons punctually.
- Be active participants in their own learning.
- Learn independently, setting themselves targets and reflecting on progress.
- Listen politely to the views of others.
- Be mindful of those around them and their right to enjoy outstanding teaching and learning, by not causing any form of disruption.
- Take pride in their work and remain committed to self-improvement by responding to feedback.
- Be resilient, never giving up and staying committed to their learning journey.
- Complete all work, prep or home learning to the best of their ability.

7. Rewards

Good behaviour needs to be taught and modelled so that high expectations are clear and shared and positive behaviour is reinforced with praise and rewards. Verbal and non-verbal praise should be given to students by all adults in school, shared with other adults where possible, and celebrated publicly with other students to reinforce high expectations.

7.1 Star of the Week

Every week, one child from each class (Junior School) and each year group (Senior School) is selected as Star of the Week, based on their effort to follow and exceed expectations. The child appears in the weekly bulletin, receives a certificate sent home to the family, and is displayed on the rewards wall in their phase.

7.2 Class Dojo — FS1 to Year 2

Teachers in FS1 to Year 2 use Class Dojo as an immediate, in-class reward system. The class account is shared with specialist teachers but not with families. Children can take ownership of adding points to their own account to encourage independence.

7.3 House Points — Years 3 to 13

House points are awarded by staff and recorded on iSAMS for Years 3–13. They are collated centrally by Heads of Year and Pastoral SLT each half-term. Once a student reaches a threshold, a further reward from the Head of Year is given. House point totals should be displayed in each department as a Bronze, Silver, Gold and Platinum list to motivate positive behaviour and good work.

Award	House Points Required
Bronze	50
Silver	150
Gold	300
Platinum	500 (to be confirmed)

Certificate awards are given for Bronze, Silver, Gold and Platinum. These will be celebrated regularly to remind and motivate students to accumulate House Points for themselves and their House.

7.4 H1–H4 Rewards on iSAMS

Rewards are issued on a sliding scale based on the level of achievement or effort:

Level	Issued by	Criteria
H1	All staff	Demonstrating the Repton Values in everyday interactions — e.g. holding doors, helping others.
H2	Class teachers and colleagues	A student going above and beyond in class or around school.
H3	Heads of Department or Heads of Year (on nomination from their team)	Sustained or exceptional contribution recognised by a colleague.

Level	Issued by	Criteria
H4	Headteacher (on nomination)	Headteacher's Commendation — collected each term. One student per year group per term.

8. Behaviour Management

8.1 Promoting Positive Behaviour

Repton operates a positive behaviour philosophy where children are supported in understanding and achieving our high expectations. Although unacceptable behaviour is not tolerated, we work hard to prevent it by operating within a culture of 'catching children being good' and building on the positives.

When considering the behaviour of any student with SEND, the school will carefully consider whether the student understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will assess whether it is appropriate to use a consequence and, if so, whether any reasonable adjustments need to be made.

We praise the effort that children make through a wide range of measures and support children to make the right behavioural choices. The following list is illustrative, not exhaustive, and staff reserve the right to select the best option for the child:

- Rewarding students and celebrating success (see Section 7).
- Personalised behaviour charts and reports.
- Positive Behaviour Plans.
- Student Passports.
- Behaviour mentoring and monitoring.
- Year-group meetings.
- Contact with parents by email or telephone.

8.2 Early Interventions in the Classroom

We work hard to prevent behavioural incidents from occurring and to keep children in the classroom at all times, using a wide range of behaviour management strategies. Where incidents cannot be prevented, we aim to resolve them as quickly as possible using a combination of choices and consequences to empower the child to make better decisions.

Restorative Conversations

If a child makes a poor behavioural choice, staff may talk with the child in a restorative way, using the event as a teaching tool. A restorative conversation follows this pattern:

1. Ask or tell the child what happened.

2. Model how to identify how the other child might feel and why (teaching empathy).
3. Ask the child to think of a possible solution — how can you fix this? How can you make them feel happy?

Challenging Poor Behaviour — The 1–2–3 Approach

4. Verbal warning: 'Please do not behave in that way — this is your first warning.'
5. Reminder warning: 'I am asking you to stop for the second time. This is now a B1. If you repeat the behaviour, the consequence will be a B2.'
6. Action: 'This is the third time. I am very disappointed, so I am now issuing a B2.'
7. Removal: 'You have continued to disrupt the lesson so I am now issuing a B3. Please go to the reflection room for the remainder of this lesson.'

Consequences — Logged on iSAMS

- B1** Restorative conversation with the class teacher.
- B2** Restorative conversation with the class teacher and 10-minute consequence served at break time.
- B3** Restorative conversation with the class teacher and 20-minute consequence served at lunchtime.
- B4 Internal** Removal from normal classes; work is completed in the reflection classroom under supervision from pastoral, middle and senior leaders.

9. Classifications of Misbehaviour and Consequences

At Repton, misbehaviour is classified broadly across five stages. It is imperative that all staff are robust and consistent in addressing low-level (B1) misbehaviours to minimise escalation wherever possible. The tables below show phase-specific examples and are illustrative rather than exhaustive.

Professional judgement The school reserves the right for its staff and senior leaders to use their professional judgement in the application of all consequences.

9.1 EYFS

EYFS	Behaviours	Next Steps / Consequences
First Response	There is an escalating series of ways in which a teacher can respond to poor behaviour. In the first instance please try and use a positive reward to redirect students to a desired behaviour (e.g. Class Dojo and House Points). If a positive reward does not redirect behaviour, a response may be: an extended pause · a 'look' · a verbal warning · explicitly remind the student of the agreed rules and protocols · use a micro-script · move the student to another seat within the room · leave the room with the student for a brief time to explain expectations. The tone of the teacher's voice may indicate disapproval, but shouting at a child is ineffective and should not happen.	

EYFS	Behaviours	Next Steps / Consequences
B1 — Low-Level Misbehaviour <i>Responsible: Class Teacher / Specialist Teacher</i>	- Continued disruption to lessons. - Failure to follow staff instructions. - Ignoring health and safety rules. - Littering. - Running in the corridor. - Shouting in lessons or the corridor. - Throwing equipment. - Play fighting. - Unwanted but non-aggressive physical contact.	- Class teacher / specialist teacher addresses the behaviour. - Recorded on iSAMS. - Restorative conversation with the teacher. - Parent contact where appropriate.
B2 — Mid-Level Misbehaviour <i>Responsible: Class Teacher supported by HoY / HoD</i>	- Any repetition of a B1 behaviour. - Continued refusal to follow staff instructions. - Unkind or rude behaviour to a staff member or fellow student. - Intentional damage to resources / fixtures / fittings. - Biting another pupil or a member of staff. - Exposure of private body parts. - Unauthorised taking of a fellow student's belongings.	- Reported to HoY / HoD; recorded on iSAMS. - Restorative conversation with teacher / HoY. - Loss of 10 minutes at break time. - Parent informed via face-to-face or phone call (email as last resort). - HoY meets child and invites parents into school.
B3 — Higher-Level Misbehaviour <i>Reported by Class / Specialist Teacher → HoY / HoD → Assistant Head</i>	- Persistent disruption to the learning environment. - Behaviour impacting fellow students. - Intentional use of inappropriate language / swearing. - Physical aggression towards fellow students or a member of staff. - Behaviour that compromises health and safety.	- Investigated by HoY / HoD / Assistant Head. - Recorded on iSAMS. - Restorative conversation with HoY and Assistant Head. - Loss of 20 minutes at lunchtime. - Meeting with parents. - Internal suspension with Assistant Head.
B4 — Serious Misbehaviour <i>Reported by Class / Specialist Teacher → HoY / HoD → Deputy Head</i>	- Sharing of medication. - Fighting / striking another student. - Bullying — verbal, physical or cyber. - Verbal or physical abuse towards staff. - Carrying an offensive weapon. - Theft, vandalism or discriminatory behaviour.	- Isolation — removal from peer group. - Reported to Deputy Head; recorded on iSAMS. - Meeting with parents; Parent/School/Student Agreement. - Restorative conversation. - SLT report card (Optional).

EYFS	Behaviours	Next Steps / Consequences
	- Inappropriate intimacy. - False accusation of a serious nature. - Running away / leaving the school building without permission.	- Counselling sessions. - Internal or external suspension decided by the Headteacher. - Expulsion decided by the Principal. - Possible block from re-registration / asked to leave Repton. - HoY meets child and invites parents into school (Proforma 3). - Behaviour Plan.

9.2 Years 1–6 (Junior School)

Years 1–6	Behaviours	Next Steps / Consequences
First Response	There is an escalating series of ways in which a teacher can respond to poor behaviour. In the first instance please try and use a positive reward to redirect students to a desired behaviour (e.g. Class Dojo and House Points). If a positive reward does not redirect behaviour, a response may be: an extended pause · a 'look' · a verbal warning · explicitly remind the student of the agreed rules and protocols · use a micro-script · move the student to another seat within the room · leave the room with the student for a brief time to explain expectations. The tone of the teacher's voice may indicate disapproval, but shouting at a child is ineffective and should not happen.	
B1 — Low-Level Misbehaviour <i>Responsible: Class Teacher / Specialist Teacher</i>	- Continued disruption to lessons. - Continued failure to complete classwork or home learning. - Continued uniform infringement after verbal warning. - Continued lateness to lessons or lack of equipment. - Having or using a mobile phone on site. - Not following the iPad Responsible User Policy. - Failure to follow staff instructions or school rules. - Play fighting, running in corridors, shouting, throwing equipment.	- Class teacher / specialist teacher addresses the behaviour. - Recorded on iSAMS. - Restorative conversation with the teacher. - Parent contact where appropriate.
B2 — Mid-Level Misbehaviour <i>Responsible: Class Teacher supported by HoY / HoD</i>	- Any repetition of a B1 behaviour. - Continued disruption after a B1 is issued. - Continued refusal to follow staff instructions.	- Reported to HoY / HoD; recorded on iSAMS. - Restorative conversation with teacher / HoY. - Loss of 10 minutes at break time.

Years 1–6	Behaviours	Next Steps / Consequences
	- Unkind or rude behaviour to a staff member or fellow student. - Plagiarism or cheating during assessments. - Intentional damage to resources / fixtures / fittings. - False accusation of a minor nature. - Unauthorised taking of school or a fellow student's belongings. - Failure to follow the ICT Acceptable Use Policy.	- Parent informed via face-to-face or phone call (email as last resort). - HoY meets child and invites parents into school.
B3 — Higher-Level Misbehaviour <i>Reported by Class / Specialist Teacher → HoY / HoD → Assistant Head</i>	- Truancing. - Swearing or offensive comments. - Rude gestures or swearing towards a staff member or student. - Unauthorised taking of high-value school resources. - Intentional damage to school property. - Exposure of private body parts. - Biting another pupil. - Low-level inappropriate intimacy. - Searching for, viewing or sharing inappropriate content.	- Investigated by HoY / HoD / Assistant Head. - Recorded on iSAMS. - Restorative conversation with HoY and Assistant Head. - Loss of 20 minutes at lunchtime. - Meeting with parents. - Internal suspension with Assistant Head.
B4 — Serious Misbehaviour <i>Reported by Class / Specialist Teacher → HoY / HoD → Deputy Head</i>	- Sharing of medication. - Fighting or striking another student. - Bullying — verbal, physical or cyber. - Verbal or physical abuse towards staff. - Carrying an offensive weapon. - Alcohol or substance abuse / vaping / smoking. - Theft, vandalism or discriminatory behaviour (racist, sexist). - Inappropriate intimacy. - Owning, distributing or accessing explicit or inappropriate images. - Sexual harassment or assault. - Defiance that risks the safety of self or others.	- Isolation — removal from peer group. - Reported to Deputy Head; recorded on iSAMS. - Meeting with parents; Parent/School/Student Agreement. - Restorative conversation. - SLT report card (Optional). - Counselling sessions. - Internal or external suspension decided by the Headteacher. - Expulsion decided by the Principal. - Possible block from re-registration / asked to leave Repton. - HoY meets child and invites parents into school (Proforma 3). - Behaviour Plan.

Years 1–6	Behaviours	Next Steps / Consequences
	- False accusation of a serious nature. - Leaving the school building without permission.	

9.3 Years 7–13 (Senior School)

Years 7–13	Behaviours	Next Steps / Consequences
First Response	There is an escalating series of ways in which a teacher can respond to poor behaviour. In the first instance please try and use a positive reward to redirect students to a desired behaviour (e.g. Class Dojo and House Points). If a positive reward does not redirect behaviour, a response may be: an extended pause · a 'look' · a verbal warning · explicitly remind the student of the agreed rules and protocols · use a micro-script · move the student to another seat within the room · leave the room with the student for a brief time to explain expectations. The tone of the teacher's voice may indicate disapproval, but shouting at a child is ineffective and should not happen.	
B1 — Low-Level Misbehaviour <i>Responsible: Class Teacher / Specialist Teacher</i>	- Continued disruption to lessons. - Continued failure to complete classwork or home learning. - Continued uniform infringement after verbal warning. - Continued lateness to lessons or lack of equipment. - Having or using a mobile phone on site. - Not following the iPad Responsible User Policy. - Failure to follow staff instructions or school rules. - Play fighting, running in corridors, shouting, throwing equipment.	- Class teacher / specialist teacher addresses the behaviour. - Recorded on iSAMS. - Restorative conversation with the teacher. - Parent contact where appropriate.
B2 — Mid-Level Misbehaviour <i>Responsible: Class Teacher supported by HoY / HoD</i>	- Any repetition of a B1 behaviour. - Continued disruption after a B1 is issued. - Continued refusal to follow staff instructions. - Unkind or rude behaviour to a staff member or fellow student. - Plagiarism or cheating during assessments. - Intentional damage to resources / fixtures / fittings.	- Reported to HoY / HoD; recorded on iSAMS. - Restorative conversation with teacher / HoY. - Loss of 10 minutes at break time. - Parent informed via face-to-face or phone call (email as last resort). - HoY meets child and invites parents into school.

Years 7–13	Behaviours	Next Steps / Consequences
	- False accusation of a minor nature. - Unauthorised taking of school or a fellow student's belongings. - Failure to follow the ICT Acceptable Use Policy.	
B3 — Higher-Level Misbehaviour <i>Reported by Class / Specialist Teacher → HoY / HoD → Assistant Head</i>	- Truancing. - Swearing or offensive comments. - Rude gestures or swearing towards a staff member or student. - Unauthorised taking of high-value school resources. - Intentional damage to school property. - Exposure of private body parts. - Biting another pupil. - Low-level inappropriate intimacy. - Searching for, viewing or sharing inappropriate content.	- Investigated by HoY / HoD / Assistant Head. - Recorded on iSAMS. - Restorative conversation with HoY and Assistant Head. - Loss of 20 minutes at lunchtime. - Meeting with parents. - Internal suspension with Assistant Head.
B4 — Serious Misbehaviour <i>Reported by Class / Specialist Teacher → HoY / HoD → Deputy Head</i>	- Sharing of medication. - Fighting or striking another student. - Bullying — verbal, physical or cyber. - Verbal or physical abuse towards staff. - Carrying an offensive weapon. - Alcohol or substance abuse / vaping / smoking. - Theft, vandalism or discriminatory behaviour (racist, sexist). - Inappropriate intimacy. - Owning, distributing or accessing explicit or inappropriate images. - Sexual harassment or assault. - Defiance that risks the safety of self or others. - False accusation of a serious nature. - Leaving the school building without permission.	- Isolation — removal from peer group. - Reported to Deputy Head; recorded on iSAMS. - Meeting with parents; Parent/School/Student Agreement. - Restorative conversation. - SLT report card (Optional). - Counselling sessions. - Internal or external suspension decided by the Headteacher. - Expulsion decided by the Principal. - Possible block from re-registration / asked to leave Repton. - HoY meets child and invites parents into school (Proforma 3). - Behaviour Plan.

Concerns regarding student behaviour should be shared with parents at an early stage, and ongoing concerns communicated efficiently and transparently. Parent support can be instrumental in achieving successful outcomes, particularly through early intervention.

10. Power to Search and Confiscate from Students

10.1 Authority and Consent

8. School staff are empowered to search a child or their personal property where there is suspected criminal behaviour or possession of banned or potentially harmful items — for example, requesting to empty pockets or inspect bags or lockers.
9. Searches may only be conducted under the specific direction of the Head of Phase and with the written consent of parents.
10. As a protective measure, the child will be removed from circulation and isolated from their peers pending the search.
11. If consent is not given, the police may be involved and the school reserves the right to request that the parent takes the child home.

10.2 Scope and Limitations

Searches are limited to outer clothing, pockets and belongings. No intimate searches are permitted by school staff.

10.3 Confiscation

Staff may confiscate any prohibited or harmful items found during a search. Illegal items will be reported to the police. All confiscated items will be returned to parents only, or disposed of appropriately.

11. Early Years Foundation Stage Expectations

Rules and procedures in the EYFS are adapted from the Repton Values. Positive learning behaviours are reinforced each day and shared with children. Throughout the EYFS:

- Expectations are positively phrased and provide examples of what is expected rather than what is not.
- Teachers always mirror expectations in their own attitudes and actions.
- Expectations are kept to a necessary minimum, consistently applied, and regularly referred to, so that every member of the class understands their responsibilities towards the whole school.

11.1 Classroom Expectations

- Always be calm — walk instead of run, and walk quietly in a straight line during corridor transitions.
- Follow instructions to the best of your ability.
- Keep feet, hands and objects to yourself; be gentle and kind to others.
- Wear the uniform smartly and with pride.
- Always work hard, trying to do your very best.
- Listen to what others are saying and show good manners during conversations.
- Treat objects, things and others with respect at all times.

11.2 Early Years Rewards

- Positive reinforcement with individual children and the whole class, as appropriate.
- Positive reinforcement shared with parents to reward or encourage reflection on behaviour and effort.
- Seesaw used to share and celebrate students' efforts.
- Class Dojo points to celebrate positive behaviour.
- Star of the Week award issued weekly; parents receive a photograph in the newsletter.
- Where needed, individual plans for specific children are established alongside whole-class initiatives.

12. Exclusion

For the full exclusion process — including internal suspension, external suspension, permanent exclusion and the right of parents to appeal — please refer to the Cognita Exclusions Policy (Middle East).

13. Behaviour Plans and Contracts

If a child is consistently making poor choices and all earlier steps have been implemented, a Behaviour Plan or Contract will be introduced. The plan will detail areas of need and targets, strategies to support a positive way forward, consequences where required, and a review timeframe determined by the school.

Development and implementation of the plan is the responsibility of the Head of Year, in conjunction with the form teacher (Junior Phase) and SLT. A meeting will take place with parents, the form teacher, the Head of Year and / or SLT to explain and agree the plan. It is the dual responsibility of the school and parents to arrange this meeting in partnership.

Review point	Action and ownership
Initial plan	Head of Year, in conjunction with the form teacher (Junior Phase) and SLT, meets with parents to agree and explain the plan. A formal letter is issued.
Review meeting	Parents, form teacher, Head of Year and / or SLT meet to assess progress. If required improvements have not been made, the plan may be amended or extended; a formal letter from HoY or SLT is sent.
Final outcome	If no improvement is secured: plan targets amended; plan extended; re-enrolment blocked for the following academic year; or immediate permanent exclusion in accordance with the Cognita Exclusions Policy (Middle East).

14. Definition of Bullying

Bullying is defined as the targeted, repetitive, intentional harming of a person or group by others, where there is — or is perceived to be — an imbalance of power. Bullying can include, but is not limited to, the following:

Type of Bullying	Definition
Emotional and / or Psychological	Being unfriendly, excluding or tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Verbal	Name-calling, teasing, threats, sarcasm, spreading rumours, belittling others.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or Indirect	Exploiting someone, spreading rumours, or influencing others to exclude or harm the target.
Online / Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

15. Safeguarding

The school recognises that changes in behaviour may indicate that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

16. Links with Other Policies

This Behaviour Policy is linked to the following policies:

- Cognita Exclusions Policy (Middle East).
- Cognita Child Protection and Safeguarding Policy.
- KHDA Parent–School Contract.

17. Reviewing Effectiveness

The school advises all staff of the need for timeliness, accuracy and completeness in recording behaviour management incidents, and provides guidance on correct recording procedures. The school monitors behaviour incidents to identify issues and trends, evaluating the policy against key improvement objectives including:

- General behaviour patterns across the school and within departments and year groups.
- Balance in the use of rewards and consequences.
- Behaviour management trends over time.
- Effectiveness of the policy in encouraging positive behaviours.

Policy information	Details
Policy name	Positive Behaviour Policy 2026–27
School	Repton Dubai
Review cycle	Annual
Approved by	Senior Leadership Team and Principal