

STUDENT BEHAVIOUR AND CONDUCT POLICY

Academic Year 2026-2027

Policy Information	Details
Policy Owner	Senior Leadership Team
Approved by	Ms Sapna Changrani, Head of School
Review Date	July 2026
Next Review Due	July 2027
Applies to	All students, staff, parents/guardians and school-authorised activities
Circulation	Staff, Students, Parents/Guardians, School Website, Inspection File
Official behaviour record	Toddle Behaviour Management Module

Policy Commitment

Dubai Scholars is committed to a calm, safe, respectful and inclusive learning environment in which high expectations are clear, positive conduct is explicitly taught and recognised, concerns are addressed early, and responses are fair, proportionate, restorative and consistently documented.

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1. Purpose and Rationale

Dubai Scholars believes that students learn best in an environment that is orderly, relational, inclusive and safe. Behaviour is treated as part of learning: expectations are taught explicitly, positive choices are reinforced, concerns are addressed promptly, and students are supported to understand the impact of their actions and make better choices.

This policy establishes a whole-school framework for promoting positive conduct, responding to behaviour concerns, protecting the rights and safety of the school community, and ensuring consistent practice across phases. It balances high expectations with empathy, accountability, restorative practice and appropriate support.

The policy aims to:

- create and sustain a safe, respectful and productive environment for learning;
- promote self-discipline, responsibility, kindness, integrity and respect for others;
- ensure that expectations and responses are clear, consistent and developmentally appropriate;
- provide early intervention and support before concerns escalate;
- ensure that serious or repeated misconduct is addressed promptly, fairly and proportionately;
- protect students from bullying, harassment, discrimination, violence and unsafe conduct;
- ensure appropriate parent/guardian partnership and clear communication;
- use behaviour data responsibly to identify patterns, inform support and strengthen school practice.

2. Scope

This policy applies to student conduct:

- on all school premises and during the full school day;
- on school transport and while waiting for or boarding school transport;
- on educational visits, trips, competitions, performances, residential activities and school-sponsored events;
- during online or distance learning and on school-approved digital platforms;
- when representing the school in any official capacity;
- outside school where conduct has a clear and material impact on student safety, members of the school community, school operations, or the orderly functioning of the school.

Safeguarding Takes Priority

Where conduct may indicate abuse, exploitation, sexual harm, serious violence, substance misuse, a weapon-related concern, or another safeguarding risk, the Safeguarding/Child Protection procedures take precedence over the ordinary behaviour escalation sequence.

3. Core Principles

Principle	What it means in practice
Respect	Students and adults are treated with dignity. Corrective action focuses on behaviour, not on a student's personality or worth.
Safety	The physical, emotional and digital safety of the school community is paramount.
Fairness	Decisions are evidence-informed, impartial, proportionate and consistent, while allowing for relevant individual circumstances.
Accountability	Students are supported to understand impact, repair harm where appropriate and take responsibility for future choices.
Early Intervention	Repeated low-level concerns are addressed early through support, clear targets and parent partnership.

Principle	What it means in practice
Positive Reinforcement	Desirable conduct is recognised to strengthen positive habits and school culture.
Inclusion	Age, maturity, additional needs, disability-related factors, communication needs and reasonable adjustments are considered.
Confidentiality	Behaviour information is shared only with those who need it for legitimate educational, pastoral, safeguarding or governance purposes.
No Collective Punishment	A group or class will not be penalised for the behaviour of an individual student.
No Humiliating or Harmful Practice	Corporal punishment, ridicule, humiliation, psychological abuse, withholding food, withholding toilet access, or threats to reduce academic marks are prohibited.

4. Definitions

Term	Definition
Behaviour concern	Conduct that does not meet the school's expected standards and requires correction, support or escalation.
Misconduct	A significant or deliberate breach of expected conduct.
Serious misconduct	Conduct that creates substantial risk, harm, intimidation, serious disruption or significant damage, or involves repeated escalation.
Critical misconduct	Conduct of the highest seriousness, including behaviour that may threaten safety, involve serious violence, weapons, sexual harm, prohibited substances, major deliberate damage or other conduct requiring immediate senior leadership and safeguarding response.
Bullying	Repeated behaviour, including online behaviour, intended or likely to hurt, intimidate, humiliate, isolate or exert power over another person.
Cyberbullying	Bullying carried out through digital platforms, messaging, social media, images, recordings, gaming or other electronic means.
Harassment	Unwanted conduct that causes intimidation, humiliation, hostility or distress.
Restorative practice	A structured process that helps students understand what happened, who was affected, how harm can be repaired and what must change next.
Reasonable adjustment	A proportionate adjustment to communication, prevention, investigation, support or response to account for a student's identified needs or disability-related circumstances.
Suspension / fixed-term exclusion	A time-limited removal from ordinary school attendance, used only for serious circumstances and authorised in accordance with school procedures and applicable requirements.
Permanent exclusion	A final removal from the school roll/attendance, reserved for the most serious or persistent circumstances and subject to the required governance and regulatory process.
Prohibited item	An item that is unsafe, unlawful, contrary to school rules, or specifically restricted under school procedures, including weapons or weapon-like items, vaping/smoking items, prohibited substances and inappropriate digital material.

5. Rights and Responsibilities

5.1 School Leadership and Staff

- model calm, respectful and professional conduct;
- establish and explicitly teach clear routines and expectations;
- use adaptive, inclusive classroom practice and appropriate support to reduce avoidable behaviour barriers;
- intervene early, proportionately and consistently;
- listen to students and ensure their account is considered before significant decisions are made;
- protect confidentiality and record material incidents accurately on Toddle;
- refer safeguarding concerns immediately to the Designated Safeguarding Lead (DSL) or designated deputy;
- communicate with parents/guardians promptly where concerns are significant, repeated or require partnership;
- avoid sarcasm, humiliation, public shaming, threats, collective punishment or punitive academic marking.

5.2 Students

- attend punctually, prepared for learning and in the required school uniform/appearance standards;
- respect the rights, dignity, property, beliefs and personal space of others;
- follow reasonable instructions from staff and comply with safety procedures;
- behave safely in classrooms, corridors, laboratories, libraries, playgrounds, buses and online;
- use school technology and digital platforms responsibly;
- complete learning tasks honestly and to the best of their ability;
- seek help when needed and report bullying, harassment, unsafe behaviour or safeguarding concerns;
- accept responsibility for their choices and participate constructively in restorative or support processes.

5.3 Parents and Guardians

- support regular attendance, punctuality, preparation and compliance with school expectations;
- keep the school informed of relevant changes or circumstances that may affect a student's wellbeing or conduct;
- work respectfully and constructively with staff when concerns arise;
- attend meetings and support agreed behaviour plans or interventions;
- raise concerns through the appropriate school channels and maintain confidentiality regarding other students;
- support safe and responsible use of school-approved digital platforms and technology.

6. Expected Student Conduct

The school's behaviour expectations are summarised through six non-negotiable domains:

Expectation	Examples
Ready to Learn	Attend on time; arrive prepared; complete assigned work; bring required materials; engage actively.
Respectful	Use appropriate language; listen; respect differences, property and personal space; communicate appropriately.
Safe	Follow staff directions and safety rules; move safely around campus; avoid conduct that places self or others at risk.
Responsible	Take ownership of choices; care for the environment; use facilities, equipment and transport responsibly.
Honest	Complete work with academic integrity; do not forge signatures/documents, impersonate others or misuse another account.
Digitally Responsible	Use devices, school systems, images, recordings and social media safely, lawfully and respectfully.

7. Positive Recognition and Reinforcement

Positive recognition should be timely, specific, fair and linked to the behaviour demonstrated. Recognition may include verbal praise, Toddler positive entries, certificates, badges, displays, assemblies, leadership opportunities, representation at events, letters of appreciation or recognition by the Phase Head/Head of School.

Positive behaviour descriptor	Illustrative credit
Good listening / following instructions	+1
Quality work / sustained effort	+1
Helpful / caring conduct	+1
Punctuality / organisation / cooperation	+2
Honesty / kindness / empathy / respect	+2
Self-discipline / responsibility / ownership	+3
Leadership / independence / innovation	+3
Respecting and promoting UAE culture and school values	+3

Important

Positive credits are recognition indicators, not a currency. Positive credits do not cancel or erase serious behaviour records. They are used to recognise strengths, encourage growth and inform pastoral conversations.

8. Behaviour Support and Early Intervention

Repeated low-level concerns should trigger support before they become entrenched. The school may use a Behaviour Support Plan where patterns persist or where a student requires a structured intervention.

8.1 Behaviour Support Plan

- clear description of the concern and its triggers;
- student voice and strengths;
- specific, measurable behaviour goals;
- agreed strategies and reasonable adjustments;
- parent/guardian partnership where appropriate;
- identified staff owner;
- review date and success criteria;
- record of progress, adjustments and closure/escalation.

8.2 Specialist Support

Where behaviour may be linked to wellbeing, emotional regulation, additional learning needs, attendance, peer relationships or safeguarding, referral may be made to the School Counsellor, Inclusion Team, DSL or another relevant specialist. Specialist support is not a punishment and may carry no negative point value.

9. Behaviour Concern Levels

The four-level framework supports consistent classification. The examples below are illustrative rather than exhaustive. Context, intent, impact, repetition, age, safety risk and individual circumstances must be considered.

Behaviour level	Illustrative examples
Level 1 - Low-Level Behaviour Concern	Repeated lateness; late arrival to lessons; incomplete homework; missing required materials; loitering; uniform/appearance concern; eating during lessons; classroom disruption; failure to follow classroom, laboratory or library routines; minor misuse of electronic devices; untidy personal workspace; off-task conduct.
Level 2 - Significant or Repeated Concern	Unexplained absence; leaving class without permission; non-attendance at required activities without permission; disrespectful or abusive language; writing on furniture/bus seats; refusing reasonable instructions; possession of restricted low-risk items; unsafe running/pushing/shouting; forged parent signature; repeated unsafe break-time conduct; significant disrespect.
Level 3 - Serious Misconduct	• Bullying in school, including repeated intimidation, humiliation, exclusion or harmful targeting. • Cyberbullying, online harassment, online defamation or harmful targeting through social media, messaging, gaming or other digital platforms. • Possession or use of vaping, smoking or related prohibited items on school premises, transport or school-authorised activities. • Deliberate damage to school property, equipment, furniture or facilities, including vandalism and deliberate bus damage. • Use of a VPN, proxy, hotspot or other method to bypass school internet filtering, monitoring, access controls or cyber-security restrictions. • Bringing, possessing or using a mobile phone or other unauthorised personal communication device where school rules expressly prohibit it. • Taking, publishing, forwarding or disseminating images, videos, audio or recordings of students or staff without appropriate permission where this causes harm or breaches school rules. • Leaving the school premises without permission or deliberately evading authorised supervision. • Physical assault or fighting that does not result in serious injury. • Impersonation, misuse of another person's account, forged school documents or deliberate falsification of school records. • Deliberate plagiarism or copying of substantial assessed work. • Theft or attempted theft that does not meet the Level 4 threshold. • Serious misuse of school technology, accounts or systems, including unauthorised access, interference with another user's account or deliberate circumvention of digital safeguards. • Serious transport safety breaches or reckless conduct, including reckless driving around the campus. • Repeated or aggravated harassment, abusive conduct or serious disrespect where the impact warrants immediate senior escalation.
Level 4 - Critical Misconduct	Serious threats or intimidation; weapon or sharp-weapon possession/use; sexual harassment or sexual assault; physical assault causing injury; planned or concealed theft; serious fraudulent impersonation; deliberate circulation of highly inappropriate or harmful electronic material; assessment paper leakage; deliberate fire-setting; serious abuse targeting religion or protected community values; possession, promotion, distribution or misuse of prohibited substances; conduct creating an immediate or substantial risk to safety or the integrity of the school community.

Classification Rule

A single serious incident may be placed directly at Level 3 or Level 4. The school is not required to move sequentially through lower levels where the nature or risk of the conduct justifies immediate escalation.

10. Investigation and Decision-Making

Before a significant disciplinary decision is made, the school will ordinarily follow a fair and proportionate fact-finding process, subject to immediate safety or safeguarding needs.

Stage	Required practice
1. Secure safety	Address immediate risk, medical needs, separation or safeguarding requirements.
2. Establish basic facts	Identify what is alleged to have happened, where, when and who was involved.
3. Hear the student	Give the student a fair opportunity to explain their account and relevant circumstances.
4. Gather evidence	Consider staff/witness accounts, relevant digital records, CCTV where lawfully available, physical evidence and other appropriate information.
5. Consider context	Review age, intent, impact, repetition, previous support, additional needs, known vulnerabilities and relevant circumstances.
6. Determine level and response	Apply the policy framework consistently and select a proportionate response.
7. Record rationale	Document material facts, decision, actions, referrals and parent communication on Toddle/official records as applicable.
8. Review and restore	Where appropriate, agree restorative action, behaviour targets, support and a review point.

The standard of decision-making is reasonable professional judgement based on the information available. A previous behaviour history may inform support and proportionality but must not be treated as proof that a new allegation occurred.

11. Responses, Consequences and Escalation

Responses are intended to protect safety, restore learning, reinforce expectations and support improved future conduct. They should be the least restrictive response reasonably capable of achieving those purposes, while remaining proportionate to the seriousness of the behaviour.

Level	Typical lead	Possible immediate response	Possible escalation
Level 1	Teacher / Form Tutor	Parent contact/conversation; reminder or verbal warning; re-teaching expectation; restorative conversation; correction of immediate issue; Toddle log where required.	If repeated: Phase Head review; parent meeting where required; behaviour target; possible counsellor/support referral.
Level 2	Phase Head / relevant pastoral leader	Parent notification; formal warning; restorative action; agreed undertaking or behaviour plan; relevant support referral; Toddle record.	Repeated concern: written warning; parent meeting; intensified support; possible restriction of privileges where proportionate.
Level 3	Head of School / Phase Head / DSL or Counsellor as relevant	Immediate senior review; parent meeting; written warning; safeguarding referral where applicable; formal support or behaviour plan; possible temporary restriction or suspension subject to school procedures.	Repeated or aggravated concern: final warning, fixed-term suspension, governance notification and other proportionate action.

Level	Typical lead	Possible immediate response	Possible escalation
Level 4	Head of School with DSL / governance involvement as required	Immediate risk management; parent notification; safeguarding and/or authority referral where required; final warning where appropriate; fixed-term suspension or consideration of permanent exclusion subject to required procedure.	Permanent exclusion may be considered in the most serious or repeated circumstances where safety, wellbeing or the integrity of the school community is substantially at risk.

11.1 Prohibited Corrective Practices

- corporal punishment of any kind;
- withholding food or water;
- preventing reasonable toilet access;
- ridicule, mocking, humiliation, vilification or degrading treatment;
- psychological abuse or threatening language;
- collective punishment of a class/group for one student's behaviour;
- reducing academic marks as a behaviour punishment;
- unsafe physical restraint or restriction of freedom outside authorised safeguarding/safety procedures.

11.2 Detention

Where detention is used, it must be purposeful, supervised, time-limited and recorded. The issuing staff member or designated pastoral leader must ensure that transport, safety, age and parent notification requirements are considered. Detention should not replace safeguarding referral, specialist support or a more appropriate restorative response.

12. Safeguarding and Serious Incidents

Behaviour and safeguarding processes overlap but are not interchangeable. Where information suggests that a student may be at risk of harm, may have harmed another child, may be experiencing exploitation, or where conduct could indicate a criminal or child-protection concern, the DSL must be informed immediately.

- The DSL determines safeguarding actions and any required external referral.
- A safeguarding investigation may run alongside a behaviour process, but disciplinary steps must not compromise child-protection procedures.
- Students reporting sexual harm, bullying, intimidation or abuse will be listened to and supported.
- Retaliation against a reporting student or witness is prohibited and may itself be treated as serious misconduct.
- Confidentiality will be maintained on a need-to-know basis; absolute confidentiality cannot be promised where safety is concerned.

12.1 Reporting Concerns and Other Reporting Routes

Students, parents and staff should report behaviour, bullying, cyberbullying, safeguarding or safety concerns as early as possible. A report may be made verbally or in writing through the most appropriate available route.

- Students: report to the Class Teacher/Form Tutor, Phase Head, School Counsellor, Designated Safeguarding Lead (DSL)/deputy, Head of School, or any trusted member of staff.
- Parents/Guardians: report routine or repeated concerns to the Class Teacher/Form Tutor or Phase Head; serious, safeguarding or child-protection concerns should be escalated promptly to the DSL/Head of School through authorised school channels.
- Staff: record material behaviour incidents factually on Toddle and escalate serious or repeated concerns to the Phase Head/Head of School; safeguarding concerns must be referred immediately to the DSL or designated deputy.
- Digital/online concerns: preserve relevant evidence where safe to do so (for example screenshots, messages or links) and report through authorised school channels; students must not redistribute harmful material in order to report it.

- Urgent safety concerns: any concern involving immediate risk, violence, weapons, sexual harm, prohibited substances, exploitation or other safeguarding risk must be escalated immediately and must not wait for the ordinary behaviour sequence.
- The school will listen to reports without retaliation or victimisation. Confidentiality will be maintained on a need-to-know basis, subject to safeguarding and legal obligations.

13. Students of Determination and Reasonable Adjustments

High expectations apply to all students. However, equitable practice may require reasonable adjustments to prevention, communication, investigation, support and consequences for students with identified additional needs or disabilities.

Before significant consequences are determined, staff should consider, where relevant:

- whether the conduct may be linked to an identified need or disability-related factor;
- the student's communication, sensory, emotional regulation or processing needs;
- relevant IEP/Student Support Plan strategies;
- whether expectations were explicitly understood;
- whether appropriate classroom or environmental adjustments were in place;
- advice from the Inclusion Team or relevant specialist.

Equity Principle

Additional need does not remove behavioural expectations, but it may change how expectations are taught, how incidents are investigated, what support is required and what response is fair and effective.

14. Restorative Practice

Restorative practice is used where appropriate to strengthen accountability and repair relationships. It does not replace proportionate disciplinary action for serious misconduct.

Restorative question	Purpose
What happened?	Establish the student's account without humiliation or assumption.
Who was affected and how?	Build understanding of impact.
What needs to happen to repair the harm?	Identify an appropriate restorative action.
What will be different next time?	Agree a concrete future strategy or target.

Restorative actions may include an apology, repair/replacement of damaged property where appropriate, rebuilding trust, completing a reflection, making amends through constructive action, or participating in a facilitated conference. A student should not be compelled into a face-to-face restorative meeting where this would be unsafe or inappropriate.

15. Digital Behaviour Tracking: Toddle

Toddle is the school's designated digital platform for logging, tracking, sharing and reporting behaviour and pastoral incidents. It is the sole official behaviour record unless a safeguarding or statutory process requires a separate protected record.

Role	Toddle responsibility
Staff	Log material incidents promptly and factually; select correct level/category; record actions; refer to Phase Head/Counsellor/DSL as required; mark resolved only after required actions are complete.

Role	Toddle responsibility
Students	May be asked to provide their perspective; may access their own shared/viewable behaviour information in accordance with platform permissions; must not attempt to access another student's records.
Parents/Guardians	May view information formally shared with them; should engage through appropriate school channels and must not seek access to another student's confidential information.
Phase Heads / authorised leaders	Review patterns, ensure proportionality, quality-assure records and trigger early intervention where data shows repeated concern.
School Counsellor / Inclusion / DSL	Receive referrals appropriate to their role and maintain additional confidentiality protections required by specialist or safeguarding practice.

15.1 Recording Standard

- Record observable facts and relevant context, not labels or assumptions.
- Distinguish clearly between allegation, evidence, student account, finding and action.
- Use respectful, neutral language that could be appropriately shared with a parent or reviewed by leadership.
- Do not include unnecessary sensitive personal information.
- Where AI-assisted drafting is used, the staff member remains fully responsible for verifying factual accuracy, neutrality, proportionality and appropriateness before saving.

15.2 Behaviour Analytics

Authorised leaders may use Toddle analytics to identify recurring patterns by student, year group, time, location or category. Patterns should inform early intervention, staff deployment, professional development, environmental adjustments and policy review rather than automatic sanctions.

16. Online and Distance Learning

Students are expected to uphold the same standards of respect, safety, attendance and responsibility online as in physical school.

16.1 Expected Online Conduct

- join lessons on time and prepared;
- participate appropriately in live and assigned learning;
- follow camera, microphone and chat expectations as directed;
- communicate respectfully with staff and peers;
- use school-approved technology for educational purposes;
- protect passwords and personal information;
- not record, photograph, screenshot or redistribute lesson content or individuals without appropriate permission.

16.2 Online Behaviour Concerns

- off-task use of unrelated websites/apps;
- repeated refusal to engage;
- inappropriate chat, microphone or camera use;
- leaving sessions without permission;
- repeated unexplained absence;
- sharing inappropriate or harmful content;
- unauthorised recording or distribution;
- cyberbullying, impersonation, harassment, intimidation or unsafe digital interaction.

Responses will follow the same proportionality and escalation principles used for on-campus conduct. Access to specific digital services may be temporarily restricted where this is necessary for safety or appropriate use, provided access to essential learning is protected through suitable arrangements.

17. Transport and Bus Behaviour

Safe transport is a shared responsibility. Students must follow the instructions of the driver, bus attendant/conductor and authorised school staff.

Area	Examples
Unsafe movement	Standing or moving around while the bus is moving; placing any part of the body/object outside windows.
Disruption	Shouting, throwing items, distracting the driver, inappropriate language.
Harm to others	Bullying, fighting, verbal or physical abuse, invasion of personal space.
Damage / misuse	Littering, damaging the bus, misuse of alarm/safety systems.
Safety non-compliance	Failure to wear a seatbelt where provided/required; getting off at an unauthorised stop; refusing safety instructions.
Unauthorised passengers / items	Bringing another student/friend onto the bus without required school permission or bringing prohibited items.

17.1 Transport Escalation

Stage	Possible response
First significant concern	Verbal warning, student conversation, parent contact and Toddle/transport record as appropriate.
Repeated concern	Written communication to parents and Phase Head review.
Third occurrence / serious pattern	Formal written warning and proportionate detention/restorative response; Head of Operations informed for transport safety planning.
Further serious repetition	Temporary bus suspension may be applied where necessary to protect passenger safety.
Persistent or critical safety concern	Permanent withdrawal of school transport may be considered by authorised school leadership, with parent communication and alternative transport responsibility clarified.

For behaviour that would otherwise meet Level 3 or Level 4 criteria, the school may bypass the staged transport sequence and apply the appropriate whole-school response immediately.

18. Suspension, Reintegration and Permanent Exclusion

Suspension and permanent exclusion are serious measures and are reserved for circumstances where lesser responses are insufficient, where conduct is serious, or where immediate safety and the integrity of the learning environment require stronger action.

18.1 Fixed-Term Suspension

- authorised by the Head of School or delegated authority in accordance with school procedure;
- communicated formally to parents/guardians with the reason and duration;
- recorded on the official student record;
- accompanied by arrangements for continued learning where reasonably practicable;

- followed by a reintegration process before or on return.

18.2 Reintegration

A student returning after formal suspension will ordinarily participate in a reintegration meeting involving the student, parent/guardian where appropriate, Phase Head and relevant pastoral/specialist staff. The meeting should confirm expectations, identify required support, agree restorative actions or targets, and set a review date.

18.3 Permanent Exclusion

Permanent exclusion may be considered for the most serious single incident or for persistent serious misconduct where there has been insufficient improvement despite appropriate intervention and where continued attendance presents an unacceptable risk to safety, wellbeing, order or the integrity of the school community. The Head of School will ensure required governance and regulatory processes are followed.

19. Parent Communication, Review and Appeal

Parents/guardians should be informed promptly when a behaviour concern is significant, repeated, involves safeguarding, results in a formal warning, or requires a formal consequence or support plan.

19.1 Request for Review

A parent/guardian may request a review of a formal disciplinary decision where they believe that material evidence was not considered, required procedure was not followed, relevant individual circumstances were not taken into account, or the response was disproportionate.

The request should state the grounds for review and provide any relevant new information. The school will nominate an appropriate reviewer. Wherever practicable, the reviewer should not be the person who made the original decision. The review may uphold, vary or withdraw the original decision, or require further fact-finding.

19.2 Escalation Route

Matter	Escalation point
Classroom / routine concern	Class Teacher / Form Tutor
Repeated or significant concern	Phase Head
Serious formal disciplinary decision	Head of School
Review of Head of School decision where applicable	Designated Governor / Board representative in accordance with school governance procedures

20. Privacy, Data Governance and Record Retention

Behaviour data is sensitive personal information and must be handled in accordance with the school's Data Protection Policy and applicable requirements. Access is role-based and limited to legitimate educational, pastoral, safeguarding, operational or governance purposes.

- Staff must use authorised school accounts and approved systems.
- Parents and students may only access information made available to them under the school's permissions and procedures.
- No student or parent may access another student's confidential information.
- Inaccurate factual entries should be corrected through an authorised amendment process while preserving appropriate audit history.
- The school will define retention and archiving periods in its Data Retention/Data Protection procedures.
- Safeguarding records may be subject to separate, more restricted retention and access requirements.

- Any suspected unauthorised access or disclosure must be reported promptly to the appropriate school authority.

21. Monitoring, Quality Assurance and Training

Senior Leadership will monitor implementation to ensure that the policy is applied consistently, proportionately and inclusively across phases.

- termly review of behaviour patterns and repeat concerns;
- quality assurance of Toddle entries and classification decisions;
- review of disparities by phase, year group, location or student need where relevant;
- review of recurring hotspots, duty arrangements and environmental factors;
- staff training on de-escalation, restorative practice, safeguarding boundaries, inclusive behaviour support and accurate digital recording;
- student and parent communication on expectations;
- annual policy evaluation using behaviour, wellbeing and stakeholder information.

22. Related Policies

- Safeguarding / Child Protection Policy
- Anti-Bullying Policy
- School Uniform and Appearance Code
- Attendance and Punctuality Policy
- Inclusion / Students of Determination Policy
- Online Safety / Acceptable Use Policy
- Assessment / Academic Integrity Policy
- Data Protection and Retention Policy
- Transport / Bus Safety Procedures
- Complaints and Appeals Procedure
- Medical / Medication Policy
- Search, Confiscation and Prohibited Items Procedure (where maintained separately)

23. Policy Review

This policy will be reviewed annually, or sooner where operational learning, safeguarding findings, significant behaviour trends, changes in school systems, or updated regulatory guidance require revision.

Implementation Standard

The strength of this policy depends on consistent adult practice. All staff are expected to know the behaviour levels, use proportionate responses, record material incidents accurately, escalate safeguarding concerns immediately and apply expectations with calmness, fairness and professional judgement.