



GES CAIRO

BEHAVIOUR FOR LEARNING
POLICY

EYFS, KS1, KS2 , KS3, KS4

Created by	Head of School/Senior Leadership Team
Applies to	All students, staff, parents and visitors
Approved by	Board of Directors
Date adopted	1 May 2026
Review cycle	Annual
Next review	1 May 2027

Safeguarding

GES Cairo is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and visitors to share this commitment. We maintain a culture of vigilance where the welfare of our students is always paramount. **All school policies are underpinned by this principle and operate in full compliance with current statutory safeguarding guidance and global and local procedures.**

1. Overview and Purpose

At GES Cairo, excellent behaviour is the foundation of excellent learning. Every student has the right to learn and every teacher has the right to teach without disruption. This policy sets out a clear and consistent approach to behaviour across our school.

We believe that high standards reflect care, respect and ambition for every child. Good behaviour is taught, modelled, recognised and reinforced. Where students make poor choices, consequences are applied calmly, fairly and **consistently**.

GES Cairo expects students, staff and parents to work together to ensure that the school is a happy, safe, respectful and productive community in which every student can thrive and achieve to the best of their potential.

2. Core Principles

- Every student has the right to learn and every teacher has the right to teach, without disruption.
- Kindness, integrity and responsibility are expected at all times.
- **Consistency** is extremely important.
- Adults model the behaviour expected from students.
- Positive relationships and high expectations work together.
- Behaviour is addressed fairly, with regard to individual circumstances and needs.
- **Bullying, harassment, discrimination and behaviour that places others at risk will not be tolerated.**

3. Our Expectations

GES Cairo will use **one common set of expectations** across the school so that students experience a coherent message from EYFS through to Secondary. Age-appropriate language, examples and routines may vary, but the expectations remain the same.

All students will:

- Be **Respectful** - treat staff, peers, property and the environment with courtesy.
- Be **Responsible** - always demonstrate maturity, behave as a leader and an example to others
- Be **Ready** - arrive on time, prepared and ready to learn.
- Be **Safe** - make choices that protect the safety and wellbeing of yourself and others.

These four expectations form the basis of our behaviour ethos, poster, promos classroom routines, assemblies, communications with parent and staff training.

4. Student Expectations

- Arrive at school and lessons on time.
- Enter classrooms calmly, prepared to learn.
- Bring all required equipment and materials.
- Follow reasonable staff instructions promptly.
- Begin the **Engage (Eagles)** activity or equivalent learning task without delay.
- Listen respectfully when others are speaking.
- Use appropriate language.
- Remain focused and on task throughout learning.
- Show respect for staff, peers, property and the school environment.
- Wear the correct school uniform with pride.

- Move calmly and safely around the school site.
- Do not leave the classroom at any time without permission from the teacher and ensure that toilet passes are used and permitted clinic and toilet visits are signed and recorded
- **Demonstrate kindness, inclusion and honesty.**

5. Lesson and School Routines

- Students line up calmly.
- Students enter classrooms in a focused, calm manner and begin the **Engage (Eagles)** task promptly.
- Teachers establish clear routines and expectations.
- Students focus on the speaker and **actively** listen.
- Students participate positively when called upon.
- Transitions between activities are calm and purposeful.
- Lessons end in an orderly manner and students leave when dismissed.
- Staff maintain consistent routines during morning arrival, break, lunch, transitions and dismissal.

6. Roles and Responsibilities

6.1 Students

- Follow the GES Cairo expectations of Be Respectful, Be Responsible, Be Ready and Be Safe.
- Take responsibility for their choices and their learning.
- Respond appropriately when behaviour is corrected.
- Support an inclusive and safe school community.
- Report concerns that affect their own or another person's safety or wellbeing.

6.2 Teachers and Staff

- Apply this policy consistently and fairly.
- Teach, model and reinforce expected behaviour.
- Address behaviour calmly, professionally and respectfully.
- Focus on correcting behaviour rather than confronting the student.
- Build positive relationships alongside high expectations.
- Follow policy on routines, systems and recording procedures.
- Recognise and celebrate positive behaviour.
- Use the agreed Behaviour Matrix/escalate concerns through appropriate channels.

6.3 Senior Leadership Team

- Ensure consistent implementation of this policy across the school.

- Maintain a highly visible presence around the school.
- Support staff in managing significant or escalated behaviour.
- Ensure serious incidents are dealt with quickly, fairly and consistently.
- Monitor behaviour data and identify patterns, trends and training needs.
- Review systems and ensure that the school has one clear recording and escalation process.

6.4 Parents and Carers

- Support the school's expectations and authority to manage behaviour.
- Work in partnership with the school when concerns arise.
- Keep the school informed of circumstances that may affect behaviour or wellbeing.
- Engage respectfully and constructively in discussions about their child's behaviour.
- Celebrate achievements as well as responding to concerns.

6.5 Head of School and Board of Directors

- Support a culture of **consistency** and high expectations.
- Ensure that escalated situations are dealt with quickly, fairly and **consistently**.
- Provide strategic oversight of behaviour systems and serious disciplinary matters.

7. Recognition and Rewards

GES Cairo prioritises meaningful recognition of positive behaviour. Praise should be specific, timely and linked to the school expectations.

- Specific verbal praise and positive encouragement.
- Positive written feedback.
- **Individual Merit Points for effort, kindness and excellence.**
- Positive communication home, including phone calls or messages.
- Certificates and celebration awards at appropriate assemblies or events.
- Whole-class, Year or House recognition where appropriate.
- Recognition of exceptional contributions to school life.

8. Preventative and Supportive Approaches

High-quality teaching and strong classroom routines are the first line of behaviour support. Staff should address concerns early so that learning is not unnecessarily lost.

- Clear routines and explicit expectations.
- Non-verbal reminders and calm verbal correction.
- Seating, proximity and classroom management strategies.
- Positive reinforcement of expected behaviour.
- Reflective and restorative conversations.

- Early communication with parents where a pattern of concern emerges.
- Appropriate reasonable adjustments and targeted support where students have additional needs.
- Behaviour monitoring or support plans where concerns are persistent or significant.

9. Behaviour Sanctions Matrix

The GES Cairo [Behaviour Matrix](#) applies across the whole school and is divided accordingly to each Key Stage

10. Automatic or Specific Consequences

- Late to school: consequence in line with the school's agreed punctuality system.
- Late to lesson: warning; repeated lateness may result in detention.
- Missing Homework: immediate notification will be sent to the parents/guardians. Where a pattern emerges, it will be recorded on the Behaviour Database under and will be reflected in the student's report card.
- Incorrect uniform: correction where possible; parental communication where repeated or persistent.
- Mobile phone visible or used contrary to school rules: confiscation and collection in accordance with the Mobile Phone Policy.

11. Serious Incidents and Emergency Response

An immediate SLT response should be requested where safety is at risk, where there is a safeguarding concern, or where classroom and pastoral interventions have not restored stability.

- The immediate priority is the safety and wellbeing of all students and staff.
- The incident should be triaged by an appropriate senior member of staff.
- Students may be removed from the immediate situation where necessary to restore safety and stability.
- Relevant accounts must be gathered and the incident investigated and recorded in a trail of documented reports.
- Parents will be informed where and when appropriate.
- The response must be proportionate and consistent with the seriousness of the incident.
- Safeguarding procedures must be followed where relevant.

12. Removal from Class and Reintegration

Removal from class is a serious intervention and should normally follow unsuccessful classroom strategies, unless there is an immediate safety concern or serious misconduct.

- Removal should be limited and time-limited wherever possible.
- Learning should **continue** where practicable.
- The incident and removal must be recorded on the school behaviour database.
- A reflective or restorative conversation should take place before or as part of reintegration where appropriate.
- Students should return to learning with clear expectations and without unnecessary humiliation or confrontation.

13. Bullying, Harassment and Discrimination

GES Cairo is strongly committed to ensuring that every member of the school community feels safe and respected. Bullying, intimidation, harassment, discrimination and online abuse are not tolerated. Incidents may occur on site, online, on transport or off site when students are representing the school or where the impact affects the school community.

Such incidents must be addressed in accordance with this policy and the school's linked safeguarding, anti-bullying and child protection procedures.

14. Supporting Students with Additional Needs

The school recognises that some students may require additional support or reasonable adjustments. Expectations remain high, but responses may need to take account of individual needs, known triggers and appropriate support strategies.

- Staff should consider relevant additional needs and agreed support plans.
- Patterns of concern should be reviewed rather than relying solely on repeated sanctions.
- Where necessary, the school may implement a behaviour support plan, risk assessment or other targeted intervention.
- Parents should be involved appropriately in planning and reviewing support.

15. Behaviour Recording, Monitoring and Tracking

GES Cairo will operate one behaviour recording system: **the Behaviour Database**. This is the school's central record for behaviour incidents, consequences and relevant trends.

- All reportable incidents must be recorded promptly using professional, factual language.
- The record should identify the behaviour, the relevant level, action taken and any follow-up required.
- Serious incidents, removals, detentions, suspensions and reintegration actions must be recorded.
- Safeguarding concerns must also be recorded and referred through the appropriate safeguarding system where required.
- Senior leaders will review behaviour data regularly to identify trends, patterns and CPD needs.
- The school will avoid unnecessary parallel recording systems that create inconsistency or duplication.

16. Student Transport Behaviour

The expectations of **Be Respectful**, **Be Responsible**, **Be Ready** and **Be Safe** apply on all school transport.

- Students must remain seated and wear seat belts where provided.
- Students must behave calmly and safely.
- Students must show good manners and respect for all people and property.
- Students must not distract the driver or create an unsafe environment.

Concerns regarding behaviour on school transport must be recorded and investigated through the school's central behaviour system. Repeated concerns will escalate through the Behaviour Sanctions Matrix. Serious behaviour may result in immediate suspension from transport and/or further school consequences.

Loss of access to school transport will be considered proportionately, with decisions communicated clearly to parents.

17. Partnership with Parents

- Parents and GES Cairo work together to support student success.
- Communication must be respectful and solutions-focused.
- Families should be informed of significant achievements as well as concerns.
- Where behaviour is persistent or serious, parents will be involved in agreeing appropriate next steps.
- Shared expectations between home and school strengthen student outcomes.

18. Supporting Staff

All staff have the right to be safe and to be treated with dignity and respect. Following significant incidents, SLT should ensure appropriate support for affected staff.

- Immediate physical and emotional wellbeing should be considered.
- Staff should receive a clear debrief and understand next steps.
- Where appropriate, restorative work may be facilitated.
- Where there is an ongoing risk, senior leaders must consider appropriate protective and supportive measures.

19. Non-Negotiables

- No bullying, intimidation or discrimination.
- No physical aggression.
- No refusal to follow reasonable staff instructions.
- No inappropriate or abusive language towards others.
- No deliberate damage to school property or the property of others.
- No disruption of learning.
- No possession or use of prohibited or dangerous substances or items.

20. Linked Policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- School Uniform Policy
- Mobile Phone Policy
- Suspension and Exclusion Procedures
- Transport Policy
- Online Safety Policy

Appendix A: Quick Reference for Staff

When challenging behaviour occurs:

1. Reinforce the expected: Be **Respectful**, Be **Responsible**, Be **Ready**, Be **Safe**.
2. Use calm correction and the least intrusive effective intervention.
3. Apply the Behaviour Matrix **consistently**.
4. Record reportable incidents on the Behaviour Database.
5. Communicate with parents by the level of concern/emerging pattern.
6. Escalate serious, persistent or safeguarding-related concerns immediately.
7. Reintegrate students positively and restore learning as quickly as possible.