



# BEHAVIOUR POLICY

WRITTEN/LAST REVIEWED BY: GHAIKAA NAGUIB/ MONA EL MASRY  
RATIFIED BY: SLT

IMPLEMENTED: August 2018

LAST REVIEWED: August 2024

DUE FOR REVIEW: August 2026

## Rationale

School wide behaviour management is key to a conducive learning environment. The Behaviour Policy outlines the role of the different stakeholders and details school systems and social norms in place to ensure alignment, coherence and consistency across the school. The Behaviour Policy is intended to help all students feel secure and confident enough to perform to the best of their ability and to see mistakes as learning opportunities.

## Aims:

The school behaviour policy aims to:

- present practical solutions that can lead to an effective learning environment inside and outside of the classroom
- ensure the smooth flow of the teaching and learning process
- outline clear expectations, rules and routines
- clarify the roles and responsibilities of different stakeholders regarding behavioural issues
- explain the consequence systems set in place
- clarify documentation, monitoring and tracking of students' behaviour

## Procedures:

The school aims to set a high standard of behaviour by clearly communicating the school's expectations **to students and parents** by:

- Presenting and explaining school's expectations by sharing [the Golden Rules](#) (EYFS & Primary) and the [classroom rules](#) (Secondary Stage)
- Presenting and explaining school's expectations by sharing [the 7Cs](#) (Confidence, Cooperation, Compassion, Curiosity, Creativity, Courtesy, Contemplation)
- Ensuring that the Golden Rules (EYFS and Primary), Classroom rules (Secondary) and 7Cs are printed and hung in each classroom so that the students are always reminded of what is expected of them
- Posting the Parent/Student Handbook on Google Classrooms
- Conducting parents orientation sessions to share the behaviour expectations
- Presenting assemblies that range from teacher-led informative sessions to planned out activities that promote the values of compassion, collaboration (namely the 7Cs) among other core values
- Digitally distributing the behaviour policy and collecting the signatures on the Behaviour Contract of guardians and students verifying that the policy was read and understood

The school aims to set a high standard of behaviour by clearly communicating the school's expectations **to teachers** by:

- Introducing the behavioural expectations rules and routines to all staff members (new recruits and returning staff alike)
- sharing the school routines ([Primary](#) and [Secondary](#)) with all teachers during the induction period to be implemented from the very first school day and with the students on the Google Classroom
- sharing the duty expectations (morning lines, break and dismissal) and teacher etiquette (classroom handover after every session) with all staff members so that everyone is aligned and aware of the proper code of conduct



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Sending a copy of the Teacher-Duty Expectations document with the staff members via email for future reference (Secondary)

- delivering workshops on classroom management to ensure the teachers are prepared for the academic year

We expect good behaviour at all times. We believe that the systems we have in place support children to understand these expectations. We strive to create a positive and safe learning environment in each class and around school. This environment should nurture trustful relationships so that students can express themselves confidently.

We believe that supporting our students to behave in a positive way is a community responsibility with staff, parents and students working together to ensure that GES Cairo is a happy, safe and productive place.

The school aims to define the roles and responsibilities of the different stakeholders

- **Teachers should:**

- ensure a positive environment in the classroom and school as a whole
- manage behaviour positively and respectfully, using appropriate language
- praise and reward positive and excellent behaviour
- encourage appropriate behaviour choices
- apply appropriate sanctions carefully and in line with the behaviour policy
- evaluate the effectiveness of consequences
- analyse ineffective consequences and modify them

- **Parents should:**

- be informed of their child's behaviour through communication by the welfare coordinator and Deputy Headteacher
- understand school expectations for students' behaviour and the procedures that we use to manage it as stated in the school policies
- be encouraged to support the school with the decisions taken regarding students' behaviour
- inform school of circumstances which may affect their child's behaviour

- **Students should:**

- follow the GES Cairo Rules at all times
- support other students in following the school rules

Report situations in which they feel the school rules have been well kept by another student or have been broken

The school aims to reinforce the behaviour expectations by setting the following systems in place:

- **Rewards systems**

Applaud positive/ favourable behaviour through [the following means](#):

House Points

Recognition (gold stars, stars of the week, reward cards)

GES Cairo Communication System (communicates positive behaviour to parents)

Whole-class or year group rewards (Mr. Smart / Trophy / Class Cup)

Certificates of recognition (morning lines, Assemblies, Deputy Headteacher Award)



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Excellence Awards ceremony

100% Attendance Awards

- **Preventative measures**

Prevent issues from escalating by implementing the following systems

Phone call to parents:

- Parents are contacted to inform them of any notable deterioration in their child's behaviour. This is usually done in a manner that conveys that this is an attempt to help get him back on track to avoid the need to escalate and implement consequences. Caller emphasises that the goal is to work collaboratively and speak the same language, in school and at home.

Breakout Room (to provide mentoring and coaching to both teachers and students) (KS3 only)

- The teacher will send the students to the welfare coordinator with a card highlighting the reason for sending the student out.

Stationary Store

- Students showing up to school without their main stationery plays a major role in having disruptive behaviour inside the classroom. Accordingly, students will be sent to the stationary shop to buy the required stationary.
- A price list is shared with students and parents for them to know how much each item costs.

- **Consequences (Behaviour Matrix)**

In case preventative measures were not effective, sanctions are to be issued

Verbal warnings

Notice via the GES communication system

Break detention

Phone call to parents

After school detention

Morning meetings check-ins

Daily behaviour report

On-campus duty (e.g. support reading sessions for younger students)

Internal Suspension

Meeting with parents

Loss of privileges (school events, trips)

External suspension

Permanent expulsion

The school aims to clearly define offensive behaviour as follows

- **Minor offences**

Minor offences are defined as any offence that are disruptive in nature or show unwillingness to actively participate in the learning process

**Irresponsible attitude:** is any issue related to the dress code, tardiness to class and readiness to learn (with material, laptop and homework if applicable)



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**Disruptive behaviour** is a behaviour that is associated with a lack of discipline and disregard to school rules. It includes but is not limited to, talking out of turn, persistent talking and laughing, misuse of resources, calling out, excessive use of bathroom breaks, interrupting the teacher or the learning environment

**Passive behaviour** is any behaviour that shows the students' lack of interest in learning. It includes but is not limited to refusal to complete tasks or participate in classroom activities, sleeping during the session, and not actively participating in group work. These incidents should be thoroughly addressed via preventative methods in order to understand and address the root cause of the problem prior to implementing any consequence. Parent involvement with these issues is highly encouraged.

- **Major offences**

Major offences are defined as any offences that are inappropriate or violent in nature.

**Negligent attitude:** is any issue related to truancy and persistently unprepared for the lesson

**Disrespectful behaviour** is extreme behaviour that is inconsistent with the school's expectations and rules. It includes, but is not limited to, using inappropriate language, making inappropriate gestures or comments, defiant or disrespectful acts directed towards teachers or any member of the school community.

**Violent behaviour** "is any action that causes physical harm to another person or damage to property". It includes, but is not limited to, fighting, kicking, pushing, slapping, throwing objects, vandalism that damages any school property or the property of another person.

The school aims to track and monitor behaviour through the:

- Use of written documentation such as slips and incident reports. The Misconduct Slips are a means to report and record inappropriate behaviour. They are kept in the student's file and recorded on the Misconduct Log. The student only needs to fill in the incident report if an investigation into the misconduct is required. These can be found with the Administrative Officers and must be signed by the teacher that is conducting the investigation.
- Use of Google Sheets to track
  - Trophy and Mr. Smart Points (Primary)
  - House Points
  - Detention and suspension
  - Reward cards (KS3)
  - Visits to Breakout Room (KS3)
- Use of the Discipline Database to record all incidents of misconduct and to provide historical and up-to-date behaviour data to analyse trends and progress and to identify CPD needs.



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## Student Transport Behaviour Policy

Students are offered transport on school buses to and from school and most school organised events. As the safety of students and staff on the buses is paramount, this policy sets out the expectations of behaviour to help ensure this, and action taken if these expectations are not met.

- Students should be seated, wearing their seat belts for the entire journey
- Students are expected to be calm and quiet on the school bus
- Good manners, politeness and respect for all persons and property should be shown
- Students should not distract the driver or disturb other students or staff travelling with them

If a student does not adhere to these guidelines, the bus matron will remind them of the correct behaviour. If the student continues, the bus matron will file a formal concern with a member of the school administration team and, after an investigation by the administration or a Deputy Headteacher, the following procedures will take place.

### First Concern

The student will be asked to report to an Administrative Officer for a verbal warning. If the first concern is considered to be serious, the Deputy Headteacher will be informed.

### Second Concern

The concern will be passed to the Deputy Headteacher who will speak to the student about their behaviour. Parents will be notified and the Class Teacher will be informed of this behaviour by the Deputy Headteacher.

### Third Concern

An official warning letter will be sent home from the Deputy Headteacher to the parents with a copy kept by the Deputy Headteacher. Parents need to sign the reply slip and return it to school the next day. The student will be on a bus behaviour report for at least one week, monitored by administration staff.

### Fourth Concern

A letter will be sent to the parents from the Deputy Headteacher informing them of a three day suspension from the school bus. The parents may also be invited into school for a meeting to discuss their child's behaviour.

### Fifth Concern

The student may be permanently excluded from using the school bus for the remainder of the school year. Parents will be informed by letter. The class teacher will receive this information.

***Students from Years Four upwards may not be able to participate in residential trips at this stage.***

If a student demonstrates any serious behaviour on the school bus, they may be suspended immediately. Any official letters sent home regarding behaviour will be kept in each student's file.



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## PRIMARY MISCONDUCT

TYPE OF MISCONDUCT					
MINOR			MAJOR		
<i>Irresponsible</i>	<i>Disruptive</i>	<i>Passive</i>	<i>Negligent</i>	<i>Disrespectful</i>	<i>Violent</i>
<i>E.g. dress code, tardiness to class and readiness to learn</i>	<i>E.g. lack of discipline and disregard to school rules.</i>	<i>E.g. students' lack of interest in learning.</i>	<i>E.g. truancy, not ready with material, laptop etc</i>	<i>E.g. behaviour intended to be extremely insulting</i>	<i>E.g. causing physical harm to another person or damaging property".</i>
<p><b>We are on time</b> (staying with the line, avoiding distractions that make ourselves or others late)</p> <p><b>We are prepared</b> (bringing correct equipment/ books, meeting deadlines)</p> <p><b>We work hard</b> (focus, participation, completion of tasks)</p> <p><b>We are gentle</b> (keeping hands and feet to ourselves)</p> <p><b>We follow the dress code</b> (hair, shoes, uniform, accessories, makeup/ nail polish)</p> <p><b>We look after property</b> (tidying up, leaving resources they way they were found)</p> <p><b>We are honest</b> (telling the truth, taking responsibility)</p> <p><b>We listen</b> (taking turns, following instructions, not answering back)</p> <p><b>We are kind</b> (helping others, including others, being polite)</p>			<p><b>Gross disobedience/ open defiance</b> (refusing to follow teacher instructions, questioning authority)</p> <p><b>Truancy</b> (missing part or all of a lesson without permission)</p> <p><b>Offensive behaviour</b> (words, phrases or gestures intended to offend staff or peers)</p> <p><b>Physical aggression</b> (intending to or actually harming another)</p> <p><b>Vandalism</b> (damaging the school's or others' property)</p> <p><b>Bullying (including cyberbullying)</b> (excluding or humiliating peers, spreading rumours, creating an imbalance of power to intimidate others)</p> <p><b>Persistent misconduct</b> (third time a minor misconduct reoccurs despite teacher action)</p>		



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## SECONDARY MISCONDUCT

TYPE OF MISCONDUCT					
MINOR			MAJOR		
<i>Irresponsible</i>	<i>Disruptive</i>	<i>Passive</i>	<i>Negligent</i>	<i>Disrespectful</i>	<i>Violent</i>
<i>is any issue related to the dress code, tardiness to class and readiness to learn</i>	<i>is a behaviour that is associated with a lack of discipline and disregard to school rules.</i>	<i>is any behaviour that shows the students' lack of interest in learning.</i>	<i>is any issue related to truancy <u>and insistence</u> to show up not ready with material, laptop and homework if applicable</i>	<i><u>is extreme behaviour</u> that is inconsistent with the school's expectations and rules.</i>	<i>"is any action that causes <u>physical harm</u> to another person or <u>damage to property</u>".</i>
<p><i>Specific examples include but not limited to:</i></p> <p><b>Ignoring Dress Code Guidelines:</b> Consistently ignoring the dress code, despite repeated reminders.</p> <p><b>Tardiness:</b> Failing to plan ahead and resulting in being late to class consistently.</p> <p><b>Lack of Preparedness:</b> Coming to class without necessary materials (e.g., textbooks, notebooks, writing instruments), showing a lack of responsibility for one's own education.</p>	<p><i>Specific examples include but not limited to:</i></p> <ul style="list-style-type: none"> <li>● talking out of turn,</li> <li>● persistent talking and laughing,</li> <li>● misuse of resources,</li> <li>● calling out,</li> <li>● excessive use of bathroom breaks,</li> <li>● interrupting the teacher or the learning environment</li> </ul>	<p><i>Specific examples include but not limited to:</i></p> <ul style="list-style-type: none"> <li>● refusal to complete tasks or participate in classroom activities,</li> <li>● sleeping during the session, and not actively participating in group work</li> </ul>	<p><i>Specific examples include but not limited to:</i></p> <p><b>Frequent Late Arrivals:</b> Regularly arriving to class after the bell without a valid excuse, disrupting the lesson and showing a lack of commitment to education.</p> <p><b>Refusal to Participate:</b> Not engaging in class discussions or activities (not because the student is shy), insisting on coming to class unprepared with necessary material which undermines both personal learning and the learning environment for others.</p>	<p><i>Specific examples include but not limited to:</i></p> <p><b>Using Inappropriate Language</b> Using curse words or offensive language (profanity) in conversations with peers or teachers.</p> <p><b>Making Inappropriate Gestures or Comments</b> Using hand signals or gestures that are vulgar or offensive</p> <p><b>Defiant or Disrespectful Acts Toward Teachers</b> <i>Talking back:</i> Responding to a teacher's instructions or corrections with sarcasm or outright refusal, undermining authority.</p> <p><i>Throwing Objects:</i> Tossing items around the classroom as a</p>	<p><i>Specific examples include but not limited to:</i></p> <p><b>Fighting</b> Engaging in a fistfight with another student, resulting in injury to one or both parties.</p> <p><b>Kicking, Pushing, and Slapping</b> Deliberately kicking/pushing/slapping a classmate during an argument or confrontation, causing physical harm.</p> <p><b>Vandalism</b> <i>Defacing and Breaking School Property:</i> Graffitiing walls, desks, or school property with paint or markers, or intentionally breaking doors, or furniture, causing damage</p> <p><i>Tampering with Others' Belongings:</i></p>



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TYPE OF MISCONDUCT					
MINOR			MAJOR		
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				form of disruption, risking safety and disrupting the lesson.  <b>Disrespectful Behaviour Towards Peers</b> <i>Bullying:</i> Engaging in verbal or social bullying, such as mocking or excluding classmates. <i>Gossiping:</i> Spreading rumours or false information about fellow students, which can harm relationships and create a toxic environment.	Intentionally damaging or destroying a classmate's personal items, such as backpacks or electronic devices.

ACTION TAKEN		
LEVEL 1	LEVEL 2	LEVEL 3
<i>Teacher chooses the appropriate action</i>	<i>Welfare Coordinator chooses the appropriate action</i>	<i>A member of the SLT chooses the appropriate action</i>
<ul style="list-style-type: none"> <li>● Verbal warnings</li> <li>● Reflection time (with teacher)</li> <li>● Break detention</li> <li>● Apology to affected parties</li> <li>● On-campus duty (e.g. support reading sessions for younger students)</li> </ul>	<ul style="list-style-type: none"> <li>● Morning meetings check-ins with deputy</li> <li>● Daily behaviour report</li> <li>● After school detention</li> <li>● Meeting with parents</li> <li>● Loss of privileges (school events, trips)</li> </ul>	<ul style="list-style-type: none"> <li>● Behavioural contract (formal agreement with conditions)</li> <li>● Referral to external support services</li> <li>● Internal Suspension</li> <li>● External Suspension</li> </ul>





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COMMUNICATION OPTIONS		
<ul style="list-style-type: none"> <li>• Notice via the GES communication system/ link book/ Google Classroom</li> <li>• Phone call (AO)</li> </ul>	<ul style="list-style-type: none"> <li>• Letter home</li> <li>• Phone call to parents</li> </ul>	<ul style="list-style-type: none"> <li>• Letter home</li> <li>• Parent meeting with Deputy/ Head teacher</li> <li>• Parent meeting with School Director/ Managing Director</li> </ul>

## PROCESS

