

Behaviour Policy



This policy outlines the school's philosophy and approach to behaviour at Hartland International School.

August 2026

PART 1 – Whole School

1.1 Purpose and scope

This policy sets out Hartland International School's whole-school philosophy and shared expectations for positive behaviour and relationships. It applies to all phases within the school. Phase-specific sections describe how this framework is translated into age-appropriate routines, recognition, interventions, recording and follow-up.

1.2 Our philosophy

At Hartland, positive behaviour is built through culture, relationships and high-quality teaching. We believe that behaviour can be taught, modelled, practised and strengthened over time. Students are most likely to thrive when adults create predictable environments, notice what is going well, respond calmly when difficulties arise and help them repair harm and begin again.

Our approach is relational without being permissive. Warmth, dignity and curiosity sit alongside clear boundaries, high expectations and personal responsibility. We do not expect identical responses in every situation; we expect consistent principles, fair decision-making and purposeful follow-up.

Proactive practice is the foundation of our approach. Strong routines, positive recognition and calm, consistent adults prevent many difficulties before they occur. When behaviour does not meet expectations, staff respond proportionately, using the least intrusive approach that is likely to be effective, while maintaining safety and protecting learning.

1.3 The Hartland Way and our values

The Hartland Way describes the values-based culture we seek to create across the school. It combines academic ambition, enrichment, character development, personal responsibility and care for others. Our approach to behaviour and relationships is rooted in the Hartland Values:

Kindness	Respect	Courage	Integrity	Honesty	Compassion
----------	---------	---------	-----------	---------	------------

These values guide how adults and students speak, act, learn and resolve difficulties. They support a community in which everyone is treated with dignity and where cultural diversity, the traditions and beliefs of our community, and the values and traditions of the UAE are understood and respected.

1.4 Aims

- Create a safe, respectful, inclusive and purposeful environment in which all students can learn and flourish.
- Establish clear and consistent expectations for social behaviour and learning behaviour across the school.
- Promote the Hartland Values through adult modelling, explicit teaching, recognition and reflection.
- Respond to behaviour in ways that maintain boundaries, preserve dignity, support regulation and strengthen relationships.
- Help students understand the impact of their choices, take responsibility and repair harm.
- Ensure that staff, students and parents understand their shared role in sustaining a positive school culture.

1.5 The Hartland Way for Positive Behaviour and Relationships

The five aspects of the framework provide a shared whole-school language for practice. They work together: the first three are predominantly proactive, while stepped interventions and restoration guide our response when behaviour does not meet expectations.



1. ROUTINES	Clear routines create safety, reduce uncertainty and support learning. Expectations are explicitly taught, practised and revisited rather than assumed. Routines are consistent where this benefits students, while remaining developmentally appropriate across phases.
2. RECOGNITION	We give first attention to positive conduct by actively noticing effort, improvement, contribution and the Hartland Values in action. Recognition is specific, authentic and relational. It may include quiet praise, feedback, celebration, contact with home or agreed reward systems. As a principle, praise is public where appropriate and correction is private wherever possible.
3. CONSISTENCY	Adults model the behaviour we expect. We remain emotionally regulated, fair and respectful, particularly when a student is struggling. Consistency means shared expectations and dependable principles, not rigid or identical responses. Calm language and consistent follow-through reduce escalation and help students feel safe, valued and understood.
4. INTERVENTIONS	When low-level or repeated behaviour does not meet expectations, staff use a graduated and purposeful response. This begins with the least intrusive action likely to be effective and may move through Remind, Redirect, Reset and Restore. The steps are guidance rather than a script; staff use professional judgement and adapt their response to the student, context and phase. Serious or unsafe incidents may require immediate escalation.
5. RESTORATION	After an incident, we reconnect, reflect and repair. Restorative follow-up helps students understand what happened, who was affected and what needs to happen next. It is not a lecture or an opportunity to replay conflict. It combines accountability with dignity and ends with a clear plan and a genuine fresh start.

The exact language, examples and thresholds used within each area are set out in the phase-specific sections of this policy. These sections reflect developmental differences while remaining faithful to the same whole-school principles.

1.6 Inclusion, equity and individual need

Hartland is an inclusive school. Behaviour is understood within the context of a student's age, development, communication, additional needs, emotional regulation, health, safeguarding circumstances and wider experience. Fairness does not always mean treating every student in exactly the same way.

Staff will make reasonable and proportionate adjustments where these are needed, while maintaining clear expectations for safety, dignity and the rights of others. Where behaviour is persistent, complex or linked to

an identified need, staff will work with phase leaders, Inclusion, Counselling, Safeguarding, the student and their family to agree appropriate support and review its impact.

Understanding behaviour as communication does not remove accountability. It helps us choose a response that addresses the behaviour, identifies barriers and supports the student to make safer and more successful choices.

Physical contact must never be used as a punishment or routine behaviour strategy. Any physical intervention or restraint must be necessary, proportionate and carried out only in accordance with the school's Positive Handling Policy and staff training.

1.7 Responding when behaviour does not meet expectations

Most everyday difficulties should be addressed through calm and proportionate responses within the phase framework. Staff should protect the student's dignity, avoid unnecessary public confrontation, allow 'take-up time' and seek the earliest opportunity to recognise successful re-engagement.

A reset is a brief opportunity to regulate and refocus; it is not intended to shame or exclude. Restoration should follow when repair, reflection or reconnection is needed. Consequences, where used, should be fair, proportionate, educational and linked as closely as possible to the behaviour or its impact.

Serious, unsafe or discriminatory behaviour may require steps to be bypassed and immediate support or escalation. Incidents involving safeguarding, bullying or significant risk will be managed in line with the relevant school policy and procedures.

1.8 Shared responsibilities

Leaders	Establish a clear culture, ensure staff training and support, monitor consistency and impact, and review policy and practice.
All staff	Model the Hartland Values; teach and reinforce expectations; use the five areas; respond fairly and calmly; record and communicate concerns appropriately; and seek support when needed.
Students	Show respect for themselves, others and the environment; engage positively in learning; take responsibility for their choices; reflect honestly; and contribute to repair when harm has occurred.
Parents and carers	Support the school's values and expectations; work respectfully and constructively with staff; reinforce positive behaviour at home; share relevant information; and support agreed plans in the best interests of their child and the wider community.

1.9 Implementation, monitoring and review

The whole-school framework is supported by phase-specific guidance, staff induction and professional development. Leaders will use behaviour information, student and staff voice, parent feedback and quality assurance to evaluate the consistency and impact of practice.

The Principal, Senior Leadership Team and the Advisory Board are responsible for monitoring this policy. It will normally be reviewed every two years, or earlier where school practice, statutory requirements or the needs of the community change.

1.10 Related policies and guidance

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Inclusion Policy
- Positive Handling Policy
- Student and Staff Codes of Conduct

Date for review - September 2027

Signed.....Date.....

School Principal