

Behaviour for Learning Policy

Academic year 2026–27

Our approach

At Arab Unity School (AUS), excellent behaviour is about more than compliance. It is about creating the conditions in which every student can learn, feel safe, build positive relationships and take increasing responsibility for their own choices. Behaviour for Learning is everyone's responsibility, and students experience the same core expectations in every classroom, corridor, playground and shared space.

Our approach is guided by a simple message: Notice the good. Correct the small. Act on the serious. Be Consistent.

What we expect: Be Ready. Be Respectful. Be Responsible.

- **Be Ready:** arrive on time, prepared and equipped, and engage positively with learning.
- **Be Respectful:** show kindness and courtesy to students, staff and visitors, use appropriate language and care for the school environment.
- **Be Responsible:** take ownership of learning and choices, follow reasonable instructions, use technology appropriately and put things right after a mistake.

These expectations apply throughout the school day, on trips and visits, when travelling to and from school and whenever a student represents AUS.

AUS 123: one simple language for behaviour

AUS 123 gives students, staff and families a shared language that works in both directions. It guides staff rather than replacing their professional judgement.

Recognising great behaviour	When behaviour falls short
1 – Praise: “I noticed.” Specific verbal or written praise for effort, progress, kindness or achievement. 2 – House Point: “This deserves recognition.” The main daily reward, linked to the school's core values. 3 – Celebrate: “Others should know.” Positive calls or emails home, certificates, assembly or leadership recognition.	1 – Reminder: “Remember our expectation.” A calm, usually discreet reminder, with a chance to put things right straight away. 2 – Action: “I need you to change this now.” A classroom step such as a seat change, a reset of expectations or a short restorative conversation. 3 – Consequence: “Your choice now requires a consequence.” A proportionate, followed-through response, with parents informed.

The AUS House System

Every student and member of staff belongs to a House. House Points are awarded for demonstrating our core values of Character, Progressive Thinking, Global Commitment and Leadership, and contribute to the House total. Houses are celebrated every week, with a House of the Week, and again at the end of each term. House Captains and student leaders play a visible role in building a positive school culture.

Serious behaviour

Serious incidents do not need to work through the AUS 123 steps. Behaviour such as bullying, discrimination, fighting or physical aggression, sexualised behaviour, theft, vandalism, possession of prohibited items, vaping or smoking, serious misuse of technology, or anything raising a safeguarding concern is referred straight to senior or pastoral leaders. The school investigates and decides on

consequences in line with its procedures, KHDA requirements and the circumstances of each case. Safeguarding concerns are always handled under the AUS Safeguarding and Child Protection procedures.

Restorative practice

Where appropriate, staff use restorative conversations to help students understand how their behaviour affected others, and what they can do to put things right and make a better choice next time. Restorative practice sits alongside consequences rather than replacing them.

Supporting students with persistent concerns

Repeated concerns suggest that a student may need additional support, not just additional sanctions. Staff review patterns and may arrange conversations with the student and parents, behaviour targets, mentoring, counselling or wellbeing support, an Inclusion review or an individual Behaviour Support Plan.

Working with families

Parents should hear from AUS when things are going well as well as when there is a concern. We aim to communicate early and constructively, explaining what we are seeing, what we are doing and how school, students and family can work together. Parents are asked to support the policy, reinforce expectations at home and work with staff when intervention is needed.

Our commitment

We measure success not by how many sanctions are issued, but by whether classrooms are calm and purposeful, students feel safe, learning is protected, expectations are applied consistently, positive behaviour is routinely recognised and persistent concerns lead to meaningful support.