



Behaviour Management Policy

Approved policy

Policy owner	Head of Early Years; Head of Junior School; Head of Senior School
Approval authority	Board of Governors
Status	Approved
Effective date	1 September 2026
Next review date	1 September 2027

1 Policy Statement

English International School Baghdad (EISB) expects respectful, safe and purposeful behaviour in Early Years, Primary and Secondary. Staff teach and recognise positive conduct, respond calmly and consistently to concerns, and help students understand and repair harm. Every student has the right to learn and to be treated with dignity. This policy applies during the school day, on school activities and where conduct connected to school affects the safety or learning of others.

The whole-school principles below apply to all students. Section 6 sets out the Early Years and Primary route; Section 7 sets out the Grades 6–12 reminder and card system. Yellow and red cards are not used for Early Years or Grades 1–5.

2 Aims

- Maintain a safe, inclusive and orderly learning environment.
- Teach self-discipline, responsibility, empathy and respect.
- Recognise effort, improvement and conduct that exceeds expectations.
- Apply responses that are proportionate to age, need, context and the seriousness of an incident.
- Resolve conflict, repair relationships and support a fresh start after an incident.

3 Roles and responsibilities

Role	Responsibility
Board of Governors	Approves the policy and receives assurance that behaviour and safeguarding arrangements are implemented and reviewed.
Academic Director and SLT, including the three Heads	Oversee implementation and serious incidents. The Heads of Early Years, Junior School and Senior School jointly own the policy, lead it in their phases, support staff and families, monitor patterns and plans, and coordinate its annual review. The Academic Director or authorised senior leader decides significant consequences and suspensions and supports safeguarding action and reintegration.
Key Stage and middle leaders	Provide visible support, coach staff, help with repeated concerns and restorative meetings, and refer patterns or serious matters to the relevant Head.



Role	Responsibility
Teachers and other staff	Teach and model expectations, recognise positive conduct, apply the relevant phase procedure calmly, supervise students, record significant incidents, communicate with families and follow up on incidents they manage.
Secondary on-call and intervention staff	Collect students when requested, maintain supervision and learning in the intervention room, obtain a student account and coordinate timely return or senior leadership review.
Designated Safeguarding Lead	Receives safeguarding concerns and coordinates action under the safeguarding policy, including where behaviour indicates harm or risk.
Students and families	Students follow reasonable instructions, respect people and property and report harm. Families support attendance, communication and agreed behaviour support plans.

4 Recognition and Rewards

Staff use specific praise, house points where operated, certificates and assemblies, and positive communication home to recognise good effort, achievement, kindness, improvement and responsibility. Recognition should be accessible to students with different needs and should not depend solely on public awards.

5 Shared Response Principles

Staff begin with prevention, redirection and private, calm reminders where possible. They explain the behaviour expected, provide time to correct it, and use an age-appropriate consequence only when needed. Safety and serious incidents may require immediate intervention without passing through every step. A restorative discussion follows once the student is ready; it does not replace necessary safeguarding action or a proportionate consequence.

Staff establish the facts fairly, record significant incidents promptly, tell the relevant phase leader when additional support is required, and communicate with parents in line with the steps below. No student is left unsupervised during removal or reflection.

6 Early Years and Primary Procedure

For Early Years and Grades 1–5, adults adapt language and support to developmental stage and individual needs. The normal sequence is:

1. Redirection: use a non-verbal cue or gentle encouragement.
2. Reminder: name the expected behaviour, offer a positive choice and allow take-up time. Repeat or adapt where a reasonable adjustment is needed.
3. Caution: give a clear, preferably private warning and explain the likely consequence.
4. Last chance: speak briefly and privately, refer to a previous positive example, offer a practical reset and allow take-up time.
5. Time out: if needed, arrange a supervised calm space or another supervised adult for a short reset, normally no more than five minutes; explain the route back to learning.
6. Repair: speak with the child about what happened, who was affected and what could put things right.

A teacher may use up to five minutes of break for a brief reflection after classroom behaviour, or an equivalent supervised playground consequence. PE and other curriculum lessons must not be withheld as a behaviour consequence. Consequences must never involve humiliation or denial of basic needs.



If a child has two incidents requiring reflection in one week, the class teacher informs parents. At three or more such incidents in a week, the teacher arranges a parent meeting, with phase leadership involved as needed. Repeated patterns prompt a monitored support plan and regular review. Serious matters are referred immediately to the relevant Head or senior leader.

7 Grades 6–12 Reminder and Card Procedure

This sequence applies only to Grades 6–12 and to ordinary classroom disruption. Staff identify the specific conduct at each step and record consequences in the school management system. A serious safety or safeguarding concern may move directly to on-call support and the red-card route.

1. Reminder 1: give a calm verbal reminder and an opportunity to correct the behaviour. No detention.
2. Reminder 2: state clearly that this is the final warning and that continued conduct will lead to a yellow card. No detention.
3. Yellow card: if the behaviour continues, record a 15-minute detention in the school system. The teacher leads and follows up the detention.
4. Red card: if behaviour continues or immediate removal is required for a serious incident, contact on-call staff and provide the conduct and reminders given. The student remains supervised in class until collected. On-call staff take the student to the intervention room. A 40-minute detention applies, subject to review of the facts.

Examples ordinarily managed through reminders and a yellow card include calling out, talking over others, being off task, distracting peers, unnecessary noise, leaving a seat without permission, minor refusal, eating or chewing gum in class, and minor misuse of equipment or technology. These examples guide judgment; age, context and individual needs still matter.

Red-card or immediate on-call concerns include physical aggression or unsafe play fighting; threats, discriminatory abuse or serious verbal abuse; dangerous conduct; damage to property; bullying or intimidation, including online conduct; suspected prohibited items such as weapons, drugs, vapes or lighters; leaving class without permission; and sexualised comments or touching. Staff also report safeguarding concerns through the safeguarding procedure. An allegation is investigated before any finding is made.

Intervention room and follow-up

A collected student remains supervised in the intervention room for the rest of the lesson and completes a reflection statement where appropriate. The staff member's account is considered alongside the student's. For a minor incident, supervised English, mathematics or science work is provided and the student returns to the next lesson. A serious red-card matter remains under senior leadership review while suitable work is provided. The teacher and student meet at lunch or another suitable time to repair the relationship; an incident in periods 6 or 7 may be followed up before the next encounter on the following school day. Each lesson is a fresh start.

Attendance, movement and detention escalation

Students need permission or a pass to leave a lesson. Staff follow the on-call arrangement for escorted visits to the nurse or toilet when supervision is needed; urgent health needs are handled promptly. A student delayed by a staff member presents a note. Unauthorised lateness to a lesson of under five minutes leads to a 15-minute detention; five minutes or more leads to a 40-minute detention. Unauthorised late arrival to school of under 15 minutes leads to a 15-minute detention; 15 minutes or more leads to a 40-minute detention. The relevant leader first checks the register, reason for lateness, transport or medical circumstances and any reasonable adjustment. Truancy is investigated and may lead to a 40-minute detention and a support plan.

A missed detention is first rescheduled, with the student and parent informed where appropriate. Repeated missed or failed detention, or two red-card detentions in one day, is referred to the Head of Senior School for consideration of one day of supervised internal suspension. Failure to complete internal suspension is



reviewed by SLT and may lead to a further opportunity. A decision to send a student home is made only by the Academic Director or authorised senior leader after parent contact, a safe collection plan and a recorded decision. No teacher sends a student home independently.

8 Serious Incidents, Bullying and Safeguarding

Staff act immediately to protect students, seek on-call or senior leadership support, and make a safeguarding referral where indicated. Bullying, discriminatory conduct, physical violence, sexual misconduct, suspected prohibited items and significant damage are investigated, documented and addressed under relevant school procedures. Staff do not promise confidentiality. Students affected by harm receive support and an opportunity to explain their account. Restorative meetings occur only when safe and appropriate, without pressure on a student to forgive or apologise.

9 Individual Support and Reasonable Adjustments

Where behaviour may be linked to disability, developmental needs, social, emotional or mental health needs, staff consider reasonable adjustments and seek support from phase leadership, parents and appropriate specialists. An individual behaviour plan can specify triggers, preventive strategies, a safe response, goals, review dates and responsibilities. The school psychologist or counsellor may contribute where available. Safety responses remain proportionate and documented.

10 Consequences, Suspension and Reintegration

Consequences may include reflection, supervised detention, a behaviour plan or internal suspension. The Academic Director or authorised senior leader considers fixed-term suspension for serious breaches when the student's continued presence would seriously affect safety, welfare or learning. The decision is documented, parents are informed, learning is provided where practicable, and a reintegration meeting establishes support and expectations. Permanent exclusion, if contemplated, requires a separate decision under applicable school procedures. Students return without resentment or public labelling.

Detentions are supervised, age appropriate and arranged without denying meals, water, toilet access or curriculum lessons. If a detention would affect transport or collection, staff agree a safe time with parents. No student is kept after school without an agreed collection arrangement. Collective punishment is not used.

11 Recording, Communication and Monitoring

Staff record significant verbal or physical incidents, damage, repeated defiance, persistent disruption, cards and detentions in the school system. Entries should state observable facts, action taken, student account where obtained, parent contact and follow-up. Safeguarding information is recorded and shared through the school's safeguarding process with restricted access. Phase leaders monitor patterns, disproportionate impacts, repeat incidents and completion of actions; they review support with families when needed.

12 Preventing and responding to bullying

The school takes proactive steps to prevent bullying through taught expectations, supervision of higher-risk spaces, age-appropriate education and opportunities for students to report concerns to any trusted adult. Bullying includes repeated or serious behaviour involving an imbalance of power, and may be physical, verbal, relational, prejudice-based, discriminatory or online. An incident need not meet a narrow definition of bullying before staff intervene.

Students and parents may report in person or through the school's published communication route. Staff record the concern promptly and refer it to the relevant Head and, where harm or exploitation is suspected, the Designated Safeguarding Lead (DSL). Leaders listen separately to those involved, consider evidence and patterns, protect the student affected, inform parents where safe and appropriate, and agree proportionate action and follow-up. The response includes support for the student harmed, work with the student



responsible, checks that the behaviour has stopped, and monitoring for retaliation. The separate anti-bullying policy provides further detail.

13 Child-on-child harm and safeguarding

Physical violence, coercion, harassment, sexualised comments or conduct, image-based abuse, online threats and discriminatory abuse are never dismissed as normal behaviour or banter. Staff separate students safely, preserve relevant evidence without circulating it, record factual accounts and report promptly to the DSL. The DSL directs safeguarding assessment, support and any external referral under the safeguarding policy and applicable local requirements. Behaviour consequences are considered alongside safeguarding; a restorative meeting is never required of a student who has experienced harm.

The school puts immediate measures in place to protect students and staff, which may include supervision, timetable adjustments and a safety plan. Parents are informed as appropriate to the child's safety and the safeguarding process. Each student is treated fairly, without assuming that an allegation is proved before it is investigated.

14 Physical intervention and prohibited responses

Corporal punishment, degrading treatment, humiliating sanctions, collective punishment and restraint as punishment are prohibited. Staff first use de-escalation, space, calm communication and support. Physical intervention is a last resort to prevent imminent injury or serious harm, and must be the minimum necessary for the shortest possible time, consistent with staff training, the child's needs and applicable law. It must never be used merely to secure compliance with a routine instruction.

Staff summon assistance and safeguard other students. After any physical intervention, the student is checked for injury or distress, the incident and reasons are recorded promptly, parents are informed unless the DSL judges that this would increase risk, and the Academic Director or SLT reviews necessity, proportionality, welfare, staff support and any need for a safeguarding referral. Patterns are monitored and training or a support plan is adjusted. A student must never be left alone in a locked room or placed in seclusion as a behaviour sanction.

15 Searches and prohibited items

Only an authorised senior leader or a staff member acting under the school's approved search procedure may consider a search, in accordance with applicable local law. Staff begin with a clear explanation and seek cooperation where appropriate. Searches are proportionate, respect privacy and dignity, and take account of age, individual needs and safeguarding risk. A second authorised adult witnesses a search where practicable. Staff do not conduct intimate or strip searches.

Suspected weapons, drugs, vapes, lighters, unsafe material or harmful images are handled under the safeguarding and prohibited-items procedures. Staff do not access or distribute indecent images. The search, reason, persons present, item found, action taken and parent communication are recorded securely. The DSL is informed when a search or item raises a safeguarding concern; confiscated items are stored or passed to the appropriate authority under the approved procedure.

16 Behaviour beyond the classroom and access to review

The school applies the same principles during breaks, transport, trips, fixtures and school activities. Conduct outside school or online may be addressed where it affects student safety, relationships or orderly education, after consideration of the school's authority, evidence and applicable local law. Staff coordinate with the trip or transport lead, parents and DSL as needed.



Students can tell any trusted adult if they feel unsafe or believe a response was unfair. Parents may raise a concern with the relevant Head and use the school complaints procedure if it is unresolved. A senior leader not directly involved reviews contested serious sanctions where practicable. A concern raised in good faith does not itself attract a sanction. Decisions and outcomes are recorded and explained in age-appropriate language.

17 Implementation, records and review

The school communicates the policy and phase-specific routines to staff, students and parents, including at induction and when procedures change. Leaders train staff in prevention, de-escalation, bullying recognition, safeguarding referral, recording and the limits of physical intervention. New and temporary staff receive the arrangements they need before supervising students.

The school system records serious misbehaviour and the sanctions imposed, including the date, student, incident, decision-maker, reason, support or adjustment considered, parent contact and outcome. The DSL maintains safeguarding information in the appropriate restricted record. The three policy owners review behaviour and bullying trends, repeat incidents, use of removal and detention, serious sanctions and physical intervention, including any disproportionate impact. SLT reports significant themes and action to the Board of Governors at least annually and reviews this policy annually or sooner following a serious incident or operational change.

18 Related procedures and policy review

This policy is read with the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Attendance Policy, Special Educational Needs and Inclusion Policy, Health and Safety Policy, Complaints Procedure, Educational Visits procedures, and any approved procedures for physical intervention, searches and suspension. The Head of Early Years, Head of Junior School and Head of Senior School jointly coordinate review and submit material amendments for approval.

Appendix A Restorative Questions

- What happened, and what were you thinking at the time?
- Who has been affected, and how?
- What do you think needs to happen to put things right?
- What could you do differently next time?

The facilitator listens to each account and agrees achievable next steps. An apology is encouraged only when sincere and appropriate.

Appendix B Incident record and follow-up checklist

- Record what was seen or heard, when and where it happened, and who was present.
- Record the student's account, immediate safety action, support offered and any safeguarding referral separately as required.
- State the consequence, reasons, staff member authorising it, adjustments considered and parent contact.
- Set a review date where bullying, repeated incidents, suspension or an individual plan requires follow-up.