



Downe House
Muscat

Behaviour Policy

(including behaviour, rewards and restorative practice)

Purpose

At Downe House Muscat, we believe that education is a transformative journey, not just a destination. This Behaviour Policy underpins our vision to nurture confident, compassionate, and responsible individuals who contribute positively to their community and the wider world.

We aim to provide a safe, inclusive, and respectful learning environment where every student can achieve their fullest potential.

Aims

- To promote a positive, respectful, and safe school culture built on mutual respect and kindness.
- To ensure consistency in promoting and maintaining excellent behaviour across the school.
- To encourage students to develop self-discipline, responsibility, and emotional intelligence.
- To celebrate and reward positive behaviour, effort, and achievement.
- To support students who may struggle to meet behavioural expectations.

Core Principles

Our approach to behaviour is guided by the Downe House DNA:

- Compassion – treating others with empathy and kindness.
- Collaboration – working together respectfully and supportively.
- Resilience – showing perseverance when faced with challenges.
- Creativity – finding positive and constructive ways to solve problems.
- Aspiration – striving for excellence in all areas.
- Communication – expressing oneself clearly and respectfully.
- Outward Looking – being globally aware and respectful of diversity.
- Digital Ready – using technology responsibly and safely.

Expectations for:

Students:

- JS students to always follow the Three Golden Rules (see appendix 1)
- Show respect to all members of the school community.
- Follow instructions from staff promptly and politely.
- Take responsibility for learning and behaviour.
- Care for the school environment and property.
- Be punctual, prepared, and appropriately dressed for school.
- Use technology and social media responsibly.
- Follow the student code of conduct.

Staff:

- Model positive, respectful behaviour at all times.
- Apply expectations consistently and fairly.
- Build strong, supportive relationships with students and parents.
- Recognise and celebrate positive behaviour.
- Intervene early and effectively when concerns arise.

Parents:

- Support the school's values and expectations.
- Work collaboratively with staff to support their child's development.
- Communicate respectfully and constructively with the school.

Rewards and Recognition

In Junior School:

We recognise and reinforce positive conduct through:

- Purposeful and meaningful verbal praise and encouragement
- Class Dojo points
- Student celebration display walls
- Referrals to Assistant Head Pastoral
- Emails to parents
- Star of the Week
- Leadership positions of responsibility
- Prize giving assemblies

* KG staff will develop specific rewards within the department in line with the above, that provide more immediate feedback to the students appropriate to their age and stage of development.

In Senior School:

We recognise and reinforce positive conduct through:

- Meaningful verbal praise
- House points
- Emails to parents
- Certificates
- Prize giving assemblies
- Principal or Assistant Head commendations
- Leadership positions of responsibility

Purpose of the Reward System

Rewards aim to:

- Reinforce positive choices and effort.
- Promote intrinsic motivation and self-discipline.
- Build confidence and self-esteem.
- Strengthen relationships between students and staff.

Restorative Practice and Sanctions

Downe House Muscat uses restorative approaches to resolve conflict and encourage reflection. Sanctions are applied only when necessary, and are proportionate and designed to promote improvement.

Restorative Conversations

When behaviour falls short of expectations, students engage in guided reflection, considering:

- What happened and why.
- Who was affected and how.
- What can be done to make things right.
- How to avoid repeating the behaviour.

Sanctions Framework

Sanctions follow a graduated approach and are logged on CPOMS. Incidents are reviewed regularly to ensure consistency and fairness.

In Junior School:

Level	Examples of Behaviour	Typical Sanction
Low	Low level disruption, off task, calling out, not following instructions, incomplete class work, injuring another student through inappropriate behaviour, but 'unintentionally/accidentally'.	Verbal reminder of expectations, seat change or time out in a quiet space in the classroom.

Moderate	If 'Low level' continues, lying, rudeness to staff or students, misuse of devices.	Sent to Pastoral Lead, class teacher to message parents,
Serious	If 'Moderate level' continues, defiance, aggression, bullying, inappropriate language.	Sent to HoJS, meeting with parents, loss of break time on the following day
Severe	More than 1 serious incident, physical aggression, refusal to comply, false allegations,	Sent to HoJS, stays with HoJS for extended period, parents requested to collect child (at HoJS discretion)

In Senior School:

Level	Examples of Behaviour	Typical Sanction
Low	Off-task, talking, lateness, minor disruption.	Verbal warning, seat change, reminder of expectations.
Moderate	Repeated disruption, rudeness, misuse of device.	Removal from lesson, parent contact.
Serious	Defiance, aggression, bullying, inappropriate language.	Removal from lesson, behaviour report, parent meeting with Tutor/Head of Department.
Severe	Physical aggression, repeated defiance, serious misconduct.	Internal exclusion, parent meeting with a member of SLT, possible external exclusion or permanent exclusion.

Off-Site Behaviour

The school may impose sanctions for behaviour that occurs:

- On school transport
- While representing the school at events
- Or any conduct that damages the school's reputation or endangers others.

Behaviour Monitoring and Reports

Behaviour is monitored through CPOMS, enabling clear communication among staff and accurate tracking of patterns.

Reports System

In Senior School:

Each report contains set targets and is monitored daily. Parents will be informed when a student is placed on a report and will receive a weekly update of the progress.

- **Tutor Report:** Used for initial monitoring of punctuality, uniform, or attitude to learning.
- **Head of Department Report:** Used for monitoring repeated concerns in a specific subject.
- **Assistant Head Report:** Used for persistent or serious issues. Reviewed daily by the Assistant Head.
- **Principal's Report:** Final stage for serious or ongoing behaviour concerns before exclusion.

Exclusions

Exclusion is a last resort and only applied for serious breaches of conduct or persistent defiance.

- **Internal Exclusion:** A short period of supervised isolation used to reflect on behaviour. Students will be provided with class work to complete. Parents are informed and a reintegration meeting is held before returning to lessons.
- **External Exclusion:** Used for significant misconduct. Work is provided and a reintegration meeting is mandatory.
- **Permanent Exclusion:** May be considered for very serious offences or repeated fixed-term exclusions where no improvement has been made. The decision rests with the Principal, following due process and consultation with the Board.

Support and Intervention

Students who repeatedly display challenging behaviour will receive additional pastoral support. This may include mentoring, counselling, or an Individual Support Plan developed in collaboration with parents.

Roles and Responsibilities

Principal:

- Oversees the implementation of the policy.
- Makes final decisions on serious sanctions, including exclusions.

Assistant Heads (Pastoral):

- Leads behaviour strategy and ensures consistency across the school.
- Monitors behaviour data and reviews the policy annually.
- Supports teachers in managing behaviour.

Teachers and Tutors:

- Maintain positive classroom climates.
- Record behaviour accurately on CPOMS.
- Use restorative language and fair sanctions.

Students:

- Follow the school's rules.
- Take responsibility for their choices.
- Contribute positively to the school community.

Parents:

- Support school expectations at home.
- Attend meetings when requested.
- Respond to emails from staff.
- Encourage respectful communication and positive habits.

Appendix 1 The Three Golden Rules

To ensure clarity, consistency, and shared responsibility, the Junior School follows **Three Golden Rules** that apply in all settings—classrooms, playgrounds, and beyond:

1. **Be Ready** – Come to school prepared to learn, listen, and participate.
2. **Be Respectful** – Treat everyone and everything with kindness, empathy, and care.
3. **Be Safe** – Keep yourself and others safe through responsible choices and behaviour.

These rules are simple yet powerful. They are displayed around the school, referred to in lessons, assemblies, and conversations, and embedded in all behaviour management practices.

