




**BLOOM WORLD
ACADEMY**

Reference Number
BWA-05

Positive Behaviour Policy	
Audience and coverage	School Community
Published where	Staff and parent handbook
First release date	September 2022
Last reviewed	August 2025
Next review	August 2026
Owner	Nicola Upham, Principal – Well-being and Development
Reviewer	John Bell – Executive Principal 



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1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the Academy;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the Academy's guiding statements and identified goals which are formed in strategic leadership meetings.

2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the Academy ethos, mission and vision, enables consistency and quality across the Academy and is related to the relevant UAE legislation.

3. Scope

This policy applies to all *stakeholders*.

This policy applies to all students whilst they are in school, travelling to and from school, in school uniform and whilst participating in activities or events organised by or associated with the Academy. Uniform rules may be relaxed at the school's discretion; students will be informed prior to the event.

4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

5. Processing and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the Academy operates with regard to the Positive behaviour Policy.



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6. Principles

At Bloom World Academy we have the highest expectations of all our students. Through positive behaviour approaches, we provide students with clear guidelines and boundaries to ensure that they are able to fulfil their own potential and ensure that the learning environment of others is calm, productive and undisrupted.

7. Purpose and Practice

To create an environment in which all students and staff can expect equality of opportunity and treatment, regardless of age, gender, ethnicity or religion. Every member of our school community is entitled to be safe and happy at school.

Our aim is for all children to learn to take responsibility for their own behaviour and to become independent learners. Our emphasis is on positive praise that reinforces good behaviour, manners and hard work. This praise can be informal and formal, in public and private, to individuals and groups. The House System and the awarding of House Points are pivotal in developing a sense of community, achievement and pride.

We support positive behaviour in a positive environment through:

- A consistent approach throughout the whole school both in and out of the classroom;
- Acknowledging and following agreed behaviour practices; identifying levels of behaviour and ensuring rewards and sanctions are fairly apportioned according to the behaviours demonstrated
- Having the highest expectations of student behaviour in order to ensure that all students make outstanding progress.
- Creating an atmosphere where achievement is respected and valued by all.
- Establishing good working relationships and encourage mutual respect amongst all members of the Academy.
- Collaborating with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.
- Offering a broad and balanced curriculum that is well prepared and appropriate to the needs of the students;

At Bloom World Academy, our Behaviour for Learning Policy goes beyond setting expectations for conduct; it actively nurtures the personal growth and character development of every student. We believe that behaviour is learned and shaped through experience, reflection, and opportunities to lead.



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To support this, we embed our character education framework – “I’m a Leader” – across the school through weekly Forums and Thoughts of the Week. This provides students with consistent opportunities to connect behaviour for learning with deeper values and skills that shape who they are as individuals.

“I’m a Leader” attributes guide our approach:

- **I – International Mindedness:** valuing different perspectives, cultures, and global awareness.
- **A – Authenticity:** being true to oneself and acting with integrity.
- **L – Loyalty:** showing commitment to peers, teachers, and the wider community.
- **E – Empathy:** understanding and respecting the feelings and experiences of others.
- **A – Altruism:** contributing positively and selflessly to the well-being of others.
- **D – Determination:** demonstrating resilience, perseverance, and effort in learning.
- **E – Equity:** acting fairly, respecting the rights of others, and promoting inclusion.
- **R – Reflection:** taking time to evaluate actions, learning, and personal growth.

Through Forums, students engage in dialogue, reflection, and celebration of these values in action, linking them to behaviour for learning expectations such as responsibility, respect, and self-management. The Thoughts of the Week reinforce these values, providing a school-wide focus and helping students to apply them in real-life situations.

By embedding “I’m a Leader” in daily practice, we ensure that behaviour for learning is not only about academic success, but also about equipping our students with the character skills they need to thrive as principled, responsible, and compassionate global citizens.

Personal Responsibility and Ethos

BWA students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. This will be shown by high standards of behaviour and empathy for others, effort, punctuality, classwork, organisation, attendance and uniform. We endeavour to acknowledge behaviour that is of a high standard and have a system of rewards for doing so.

Respect for oneself

This is shown by a positive and active involvement in classwork and school life. Inside the classroom this means that lessons are able to progress without disruption. Each student should ensure that they arrive for all lessons with the correct books and equipment, in the right uniform and with an expectation that they will contribute in a positive way to the success of the lesson.



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Respect for others and their culture

All members of the school community should be treated with respect. This is shown by the way that we speak to each other and by being courteous, well-mannered and by showing regard for the feelings of others and difficulties they face. Discrimination will not be tolerated.

Respect for the environment

We all benefit from working in a clean and tidy environment that is well-resourced and safe. To maintain this all members of the school community should take pride in the learning facilities and take pride in other people's property.

To support students in school we have a strong pastoral care structure. The key player in this for an individual student is the Homeroom Teacher (Junior) and Key Tutor (Senior), as they have daily contact with the students.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient.

Students have weekly Positive Education Enhanced Curriculum (PEEC) lessons conducted by homeroom/key tutors. These lessons are designed to teach key wellbeing concepts that help students lead healthy and fulfilling lives. The PEEC lessons will include developmentally appropriate concepts and activities tailored to the social and emotional development of children at different ages and stages. Through these lessons, students will explore topics following the PERMAH model—Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, and Health—empowering them with practical skills and knowledge to support their overall wellbeing and mental health.

The school also aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of students is also promoted through the extended curriculum, including the morning BELA programme, leadership opportunities, 'I'm a leader', alongside the social and physical environment
- Teaching – the curriculum is used to develop students' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.



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Positive reinforcement

A truly outstanding education needs to develop not only academics and personal achievement, but also character, values and wellbeing.

The school believes that positive reinforcement is the most important factor in achieving the desired level of behaviour from all of its students. BWA recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Classrooms will be positive and rich in praise.

A consistent whole-school approach has been designed so that students, parents, and staff are aware of what rewards can be achieved with the aim for all students is to accumulate as many achievement points as they can throughout the academic year both for themselves personally and their community house.

Friday forum is an integral part of BWA, whereby the community comes together to celebrate achievements and for personal reflection focusing on the school's values.

First, Best, Different Certificate

The "First, Best, Different" certificate is awarded to students who have shown remarkable initiative, exceptional achievement, or unique creativity in their learning journey that week. This award recognises students who exemplify one of the following qualities:

- **First:** Demonstrated leadership by being the first to accomplish a significant task or the first to show kindness, explore a new idea, or take action in a way that positively impacts their peers or school community.
- **Best:** Consistently performed at an outstanding level in a subject, activity or BELA activity, or personal development, setting an example of excellence for others to follow or applying their BEST efforts.
- **Different:** Showing originality by thinking outside the box, embracing innovation, or pursuing a unique idea that brings a fresh perspective to the classroom or wider school community.

Bloom Leadership Certificate

The "Bloom Leadership Award" is presented to students who have demonstrated exceptional leadership qualities within the school community. This award recognises students who have made a positive impact by guiding, supporting, and inspiring their peers through their actions and character. It celebrates those students who are role models in our community, helping to create an environment where everyone can thrive.



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Each week in forum, the weekly baton is passed to the winning house who has collated the most reward points that week. Additionally, the house cup is awarded at the end of each term to the house that has accumulated the most points.

Additional achievement related rewards include:

- Verbal praise, either personal or public
- Phone calls home
- Subject Progress Certificates
- Feature in the newsletter
- Achiever and subject award badges
- Positive comments in exercise books
- Recognition in awards events

8. Sanctions

Sanctions will only be used when positive approaches are unsuccessful. Discussion will play an important part in guiding students to learn more appropriate behaviour and an acceptance of responsibility for their actions. When a sanction is given, it is particularly important that the teacher ensures the child clearly understands the reason behind the sanction.

BWA uses the online software programme CPOMS to log any behaviour incidences or concerns. This enables a forensic analysis of concerns and patterns across the school and enables chronology reports to be created to lead discussions of next step interventions which may include support from the counsellor or Integra team.

Primo

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. To achieve this:

- All adults in Primo will ensure that the nursery rhythms and routines are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Rhythms and routines consist of clear, simple, and consistent expectations for behaviour that children can easily understand and follow.
- All adults will provide a positive model for the children regarding friendliness, care and courtesy.
- All adults demonstrate the behaviours you expect from children. Lead by example to teach respect, kindness, and cooperation.



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- Adults will praise and endorse desirable behaviour such as kindness and willingness to share.
- Adults will Celebrate and praise small successes to build self-esteem. Adults offer verbal praise, stickers, or small rewards when children engage in positive behaviour, such as sharing or following instructions.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Children who present an undesirable behaviour will be given one-to-one adult support in seeing what is wrong and work towards a better pattern.
- Adults support children in expressing their feelings using words or pictures, helping them develop emotional literacy and appropriate ways to express frustration.
- Adults redirect undesirable behaviour by offering children a choice of alternative, positive actions to help them regain focus.
- Where appropriate children may participate in a period of "reflection time" with an adult.
- In cases of serious undesirable behaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of undesirable behaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening manner.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by Primo, in partnership with the child's parents / carers, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's additional support needs, which we involve collaboration with the Integra team and could lead to recommendation to external services such as SALT, Educational therapist.

Intervention and Physical Restraint – Policy and Practice

In the unlikely event that the above behaviour management strategies have been unsuccessful, and a child's behaviour requires physical intervention, the procedure outlined below will be implemented.

- When possible, adults will aim to distract and re-direct the child's attention.
- Adults will not use any form of physical intervention, e.g., holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property.
- Where physical intervention is appropriate, this will be achieved with the minimum force and for the minimum time.
- Any such incident is recorded, and the parents/carers informed



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Reinforcing, Reminding, and Redirecting

At BWA we use a staged approach which allows a student the time to reflect upon the situation, so that expected behaviours can be reinforced, reminded and redirected. The positive reinforcement approach focuses on students taking ownership for their behaviour, reflecting on the impact their behaviour/action has had on the community and reparation through volunteering.

Within Lessons

Positive behaviour techniques are used across our Primo classes. This involves strategies focusing on prevention, support, and skill development. Students are provided with the right support to develop their communication and self-management skills.

Strategies include but are not limited to:

1. Staff members take time to actively listen.
1. Rhythms and routines are clear and impact directly on behaviour.
2. Behaviour issue: follow up calmly, firmly and consistently.
3. Encourage self-reflection

Junior School, Senior School and Nexus

Stage 1 Low level offences.	Not listening to instructions Not adhering to class expectations Low level disruption Lack of focus and effort in their learning Unkindness towards others Poor standard of work Inappropriate use of ICT in lessons (eg playing games)	Visual reminder Verbal reminder to support the student in recognising the behaviour that needs to be changed Given calming down time/space before rejoining the activity Further strategies are included in Appendix 1
Stage 2	Student ignores warning and continues same behaviour	Reflect and redirect: If same behaviour continues, teacher uses the restorative cards to enable the student to focus on the BWA expectations and how the behaviour needs to be re-directed. Student demonstrates understanding, either by practicing it immediately or by telling the teacher how they will do it in the future. Reflect and move: Student moved seat/group – teacher explains expectations to positively re-direct the behaviour Student returns to the teacher classroom for 20-minute break or lunch detention to reflect and reset expectations before the next learning.



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Stage 3	Despite time and support, behaviour concern continues, affecting the learning of their peers and the teacher's ability to teach.	<p>Student re-directed to complete work with Phase/Grade Leader/Lead Practitioner or subject coordinator</p> <p>30-minute break or lunch reflect and reset time with the class teacher and student/s involved. Students will be invited to suggest ways in which their learning/behaviour did not meet the BWA expectations and set appropriate targets to avoid repetition of the same behaviours.</p> <p>Involvement with fixtures/external activities will be reviewed and considered.</p>
Stage 4	Student doesn't respond appropriately to the re-direction and further support required	<p>Student re-directed to complete work with SLT.</p> <p>The reflect and act will mean that students will be re-directed to make a positive contribution by volunteering and supporting a staff member lead a session. They will meet with the school counsellor to support them in understanding the impact and consequences of their behaviour and actions. This approach focuses on repairing the harm by giving back to the community.</p>

Repeated low level behaviour/behaviour outside lessons/one off incidences

Stage 1	<p>Low level offences on a daily basis or for a single act of unacceptable behaviour.</p> <p>Continued unkind behaviour Continued poor listening Inappropriate use of resources Careless damage of school property Continued poor listening Aggression towards others Continual disruption in lesson</p>	<p>A restorative conversation will take place with the class teacher and students involved.</p> <p>Students will be invited to suggest ways in which the situation should have been handled and ways in which they can 'make it better'.</p> <p>Class contracts created to reset expectations and environment</p> <p>Loss of break time to reflect and reset</p> <p>Involvement with fixtures/external activities will be reviewed and considered.</p>
Stage 2	<p>A single act of sufficiently unacceptable behaviour or persistent low-level disruption.</p> <p>Continued behaviour of the above Severe aggression towards others Bullying Continued inappropriate use of ICT Verbal abuse/threatening behaviour against others Racist, sexist, homophobic and other discriminatory abuse Willful and continual damage to school property and/or resources Leaving the classroom without permission</p>	<p>Referral to the DVP</p> <p>Parent meeting leading to agreed action as deemed appropriate</p> <p>Implementation of a behavioural plan (if appropriate).</p> <p>They will meet with the school counsellor to support them in understanding the impact and consequences of their behaviour and actions. Implementation of a behavioural plan (if appropriate).</p>



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	Theft Truancy a lesson	
Stage 4 A serious one-off offence.	Causing serious and deliberate injury to others Continued inappropriate use of ICT Drug (including vaping) and alcohol related incidences Inappropriate use of social media Truancy	Referral to the VP. Parent meeting leading to action deemed appropriate by the VP/Principal – Well-being and Development which could include internal suspension.
Stage 5 Several serious offences.	Deliberate action that puts the Health and Safety of the school community in danger. Acting outside of the care and control of the Academy. Continued refusal to cooperate	Referral to the Executive Principal Parent meeting leading to action deemed appropriate by Executive Principal
Stage 6 Gross misconduct towards student or staff. Continued repetitive behaviours.	Continued and willful ignorance of the above	Suspension and possible permanent exclusion. Referral to KHDA

Individualised Behaviour Plans

A child who is exhibiting consistently negative behaviour may be more suited to their own reward charts, Whether this behaviour chart consists of smiley faces where a certain number of smiley faces result in an award or whether this is a report card/report book/ (which may be sent home) will depend on the individual needs of a child who requires this.

Partnership with Parents

A positive partnership with parents will be promoted. Parents will be informed of any significant change in a child's behaviour or attitude and parents will be encouraged to be actively involved in devising strategies to manage unacceptable behaviour.

9. Uniform

As a progressive school, Bloom World Academy has considered all aspects of what it does and why it does it. This includes uniform.



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We have designed a contemporary unisex uniform, made of ethically sourced products and appropriate for the Dubai climate. This includes shorts that may be worn by any age group - also a lightweight fleecy jacket, designed to be comfortable in school in air-conditioned classrooms.

However, the most important aspect about uniform is to evoke and create a sense of community, belonging and standards. That is why we are insistent that if we have a uniform, we have one and all students strictly adhere to it. By partnering with ZAKs, Bloom World Academy ensures that their students can look their best while focusing on their education and personal growth.

Personal Presentation and Dress Code Rules

- Hair should not be of extreme colour, cut or style; including any shaving or partial shaving of hair to less than a grade 2, tramlines, streaks, patterns or Mohicans. No lines should also be shaved into eyebrows.
- Plain black shoes/trainers with plain black socks, or plain white shoes/trainers with plain white socks - with **no** visible markings in a different colour.
- Socks should be ankle length, and black or white to match shoes.
- Except for a watch, one necklace (Senior) and one stud earring in each earlobe, no other jewellery is permitted.
- No facial piercings or tattoos are allowed
- Make up, coloured nail varnish, acrylic nails or false nails are not permitted
- Sweatshirts/hooded tops, casual sportswear, baseball caps, leather (or leather-look) or denim jackets, jeans or pockets with badges, stickers and embroidery should only be worn on non-school uniform days. Caps must be removed inside the building.
- In line with the UAE cultural expectations and standards, the length of the clothing items, including PE shorts, skorts or skirts should not be adjusted.

We firmly believe that our uniform and general appearance policy will have a very positive impact upon setting the high standards that our school culture and ethos is based upon. Repeated failure to comply with these instructions will be considered a serious breach of our Home/School Agreement and will be dealt with accordingly and in conjunction with parents.

10. Acceptable Use of Mobile Phones

Mobile phones are not to be used during the hours of (8.00am-4:00pm).

Students can bring mobile phones into the school in order to contact parents after school, but they must remain in their bags, turned off. They can only be accessed in the 'Phone zone' in forum.



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Mobile phones should not be used to take calls, send messages, access social media, take photos or use any other application during lessons and other educational activities, such as BELAs. Using mobile phones to bully and threaten students is unacceptable. Cyber bullying will not be tolerated. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether consent was given.

There is a code of conduct for the use of Mobile phones in the Senior school which can be found in Appendix 3.

11. Social Media

Students should only be accessing social media that is age-appropriate, and they should never use social media in a way that is harmful to others. Students whose behaviour and actions compromise the wellbeing of others by using social media in an abusive, humiliating or threatening way, risk losing their place at the Academy. Any posts on social media that directly links and involves students from the school will be viewed as school related even if this occurs out of school hours. Our responsibility is to ensure a safe and happy working and learning environment, and social media that impacts negatively upon this aim will be dealt with seriously and appropriately.

Other behaviour incidents that occur outside of school but have a direct impact or affect the reputation of the Academy could also be actionable in line with our behaviour policy. BWA has a zero-tolerance policy for bullying in all its forms and aligned with this, we will not tolerate any form of defamation or intentional harm practiced through social media forums. Education is an important subject that develops oneself as a responsible citizen and this expected code of behavior should be upheld both at school and within the community including on buses, during trips and students' participation in social-media forums.

12. Suspensions

While BWA will take all reasonable steps to meet individual needs and help individuals to improve, the Academy will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

Should a student not adhere to the expected code of behaviour, it may lead to Stage 4-6 intervention, resulting in a possible suspension from school for a period of time.

In the case of a possible suspension or withdrawal/ non re-enrolment, the matter must be taken immediately to the Principal – Well-being and Development. *The Executive Principal or in his absence Principal – Well-being and Development is the only person with the authority to suspend a student and then only after having followed the correct procedure.*



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The Leadership Team will keep a record (recorded on CPOMS) of sanctions for serious disciplinary offences. While the Academy will take all reasonable steps to meet individual needs and help individuals improve, the Academy will not:

- Tolerate behaviour which does not show due regard for the well-being or learning of others, or
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Persistent disruptive behaviour
- Taking or posting pictures of others, without permission
- Malicious accusations against staff or students
- Racist, sexist, homophobic and other discriminatory abuse
- Inappropriate use of social media
- Drug (including vaping) and alcohol related incidents
- Deliberate damage
- Theft
- Weapons related incidents
- Threats to Health and Safety
- Arson
- Acting outside the care and control of the Academy
- Bringing the Academy into disrepute

13. Withdrawal from Lessons

This is for more serious incidents such as serious misconduct, truancy, arson, aggressive assault, stealing, vandalism, serious bullying, and smoking/vaping. Please note that the consumption of alcohol and possession of drugs is a criminal offence and will be referred to the legal authorities.

Procedure for the withdrawal from lessons

Following a most serious breach of discipline, the student will be referred immediately to the Principal – Well-being and Development and then to the Executive Principal.

The student will be supervised separately from their peers, and the parents will be informed of the alleged misbehaviour. An investigation into the alleged misbehaviour will be undertaken by a senior member of staff as directed by the Executive Principal. Should the decision be to suspend the student, the student's parents will be invited to meet with the Executive Principal and will be informed of the circumstances and the consequences, including the length of the suspension.



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The Executive Principal will inform the Chief Executive Officer (or her representative if she is unavailable) of the alleged misbehaviour and advise that the student may be liable to suspension (internal/external). The period of suspension may be up to a maximum of 10 Academy days. The relevant Section Head will endeavour to provide work for the period of suspension. Only in cases of external suspension will the Executive Principal inform the CEO.

Should the alleged misbehaviour be so grave that it may lead to permanent exclusion; after informing parents, the offending student will be removed from the Academy. Parents will be advised that withdrawal/ non re-enrolment could be an option. Should the decision be to withdraw (either parents invited to withdraw their child, or a place will no longer be available for the student in the following academic year), the parents will have ten working days in which to appeal following the procedures as set out in the Academy Parent Contract and as endorsed by the KHDA. The Appeal Committee will hear the evidence originally presented. Any additional evidence will not be permitted. Should the Appeal Committee uphold the decision to withdraw, this will be communicated immediately to the parents. This decision will be final subject to referral and review by the KHDA.

14. Prohibited items

The following items are strictly prohibited and will be confiscated:

- Aerosol cans (unless used in the PE changing rooms under supervision)
- 'Tippex'
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, e-cigarettes, cigarette papers, vapes and shisha pens
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit a criminal offence or harm.

15. Drug and Alcohol Education

The School recognises its duty to promote children and young people's wellbeing and is also required to promote students' spiritual, moral, social and cultural development. As part of this the School has a responsibility to help young people manage risk, reducing the likelihood they may be harmed by use of legal and illegal drugs.



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The aims of the School's drugs education curriculum is to:

- Increase knowledge and understanding, clarifying misconceptions about the short- and long-term effects of drugs, laws relating to drugs, the impact of drugs on families, communities, and personal behaviour, the prevalence and acceptability of drug use among peers, and the moral, social, and emotional issues surrounding drugs
- Develop young people's personal and social skills to make informed decisions to stay safe and healthy including finding information and advice and devising coping strategies
- Enable young people to explore their own and other peoples' attitudes towards drugs, drug use, and users.

Inviting External Agencies: The School recognises that students often find visitors to school a useful and informative part of their learning, but equally we know that for visits to be successful there needs to be shared understanding about the nature and content of the session/s.

As a result, the School will ensure the following measures are adhered to when using external agencies to deliver drugs education:

- negotiate content with the visitor to take account of class needs and ensure relevance
- ensure that visitors have a clear understanding about the aims and objectives of the session and that they have seen and understood the school's drug education policy
- ensure that visitors have been briefed on any particular sensitivities that there may be in the student group – these may include identified drug issues by particular students or their families – as well as any broader needs within the group.

To ensure safeguarding procedures are followed to ensure the social and emotional needs of our students.

- follow up any unresolved issues and, whenever needed, extend the learning begun by the visitor, in a subsequent lesson
- be alert to any distress caused or concerns raised in the session and ensure that appropriate support is given.

The harmful effects of drugs are delivered as part of the Science curriculum especially within the Senior curriculum. Additional support will be provided by external providers where necessary including 'Lighthouse' who run an effective 'Raising awareness of vaping' workshop. The same workshop will be delivered to parents to educate them as well.



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16. Roles and Responsibilities

With regard to implementation of this policy roles and responsibilities are clearly stated below:

Role of the Board

It is the responsibility of the board to:

- Monitor the effectiveness of the school's Positive Behaviour Policy
- Support the Leadership team in the monitoring of attendance and behaviour incidences/exclusions of different groups of students

Role of the Executive Principal

It is the responsibility of the Executive Principal to:

- Support staff in managing students' behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- Ensure that good practice is both developed and shared
- Ensure that the school regularly communicates with parents, carers and the board
- Provide a visible and dependable support to staff throughout the day
- Ensure a curriculum is in place which motivates the disaffected

Role of Teachers

It is the responsibility of the teachers to:

- Firmly and consistently apply policies to promote positive behaviour
- Teach positive behaviour including preventative and corrective strategies aimed at promoting and sustaining a positive learning environment
- Be effective role models, showing good manners and setting a good example
- Responding quietly, calmly, positively, politely and consistently within all situations
- Practice good behaviour towards everyone. Teach respect by treating students with fairness and consistency
- Teaching appropriate behaviour and being prepared to give positive feedback when it is seen;
- Provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- Provide an environment in which students can learn and plan and prepare stimulating lessons
- Teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- Register students in every lesson
- Support the schools's positive behaviour and SEN policy, in particular the referral system in line with the pastoral care structure
- Not accepting bullying or any other anti-social behaviour;



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Role of the Students

It is the responsibility of the students to:

- Be prepared to listen courteously, to debate, challenge and discuss.
- Work to the best of their ability, maintaining a growth mindset and being resilient to find different ways to learn
- Attend regularly and arrive to school and lessons on time;
- Take pride in their work and make improvements following feedback and advice
- Take responsibility for their behaviour and sort out disagreements without resorting to physical/verbal aggression
- Make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, and background
- To wear the full school uniform

17. Associated documentation

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Anti-bullying
- Safeguarding
- E-safety

18. Training implications

This policy will be shared with all BWA staff in the staff handbook and will be circulated to parents through the parent handbook.

Staff will be trained and /or refreshed at the start of each academic year – during the annual BWA induction week. For new joiners they will be walked through the policy by the Principal during their induction period.

19. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this Academy. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive Academy atmosphere through our teaching and learning, pastoral support and care for both students and Academy personnel, training for Academy personnel and with working with parents. We teach all our children about safeguarding.



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We work hard to ensure that everyone keeps careful watch throughout the Academy and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

20. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed, and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student, and it helps to promote equality at this Academy.



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APPENDICES

APPENDIX 1: OPERATIONAL INFORMATION

PROMOTING POSITIVE BEHAVIOUR - STRATEGIES FOR ALL STAFF

Some important values need to underpin all of our interactions with students. Behaviour issues should be considered as challenges and are normal where young people are learning and testing the boundaries of acceptable behaviour. It is very important not to overact in any situation with a student and consistency is the key when managing behaviour.

The following should underpin all of our interactions with students and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual.
- Separate the problem from the person – never criticise the person, only the inappropriate behaviour.
- Take the initiative: Greet and acknowledge
- Speak and be spoken to
- Smile and respond.
- Communicate
- Be proactive in raising the self-esteem of others
- De-escalate incidents and seek to reconcile

Our success is tested not by the absence of challenges but in the way we address them.

- Do not overreact; address the problem calmly and confidently challenging low level behaviour in a way which least interferes with the flow of the session
- Never talk loudly or aggressively, calmly repeat instructions
- Avoid humiliating students
- Listen to the student's point of view
- Clearly establish the facts
- Judge only when certain
- Do not be afraid to apologise if you are wrong
- Use punishments sparingly
- Never threaten anything you cannot follow through
- Follow up on issues that continue to arise – maintain a flow of action
- Make sure students understand the boundaries, 'when you do this ... then this will happen'.
- Use take up time. Ask a student to do something and then give them time to do it – don't stand over them.



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- Establish and explain your routines and stick to them
- Use non-verbal cues to remind students of agreed conduct eg. nods and gestures.
- Keep the focus on work and learning
- Where possible tactically ignore low-level attention seeking behaviour and follow up at the end of the session
- Use praise and rewards to motivate students in a ratio of 5:1

In the classroom, create and sustain a positive, supportive and secure environment. Well prepared, stimulating sessions generate good behaviour.

Expect to:

- Arrive before the class and begin on time, don't allow latecomers to delay the start of the session
- Be prepared for every session
- Keep everyone occupied and interested
- Extend and motivate all students
- Mark work promptly and constructively
- Reward what has been achieved and celebrate achievement
- Encourage a creative dialogue
- Speak positively to students and show an interest in them as individuals, both build student confidence and self esteem
- Keep an attractive clean and tidy room with up to date display of student work

Do all you can to:

- Use humour - it build bridges
- Keep calm - it reduces tension
- Listen - it earns respect
- Be positive and build relationships
- Be consistent and fair
- Know your students as individuals, learn their names
- Apply rules and routines positively
- Work positively with parents and carers



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APPENDIX 2: Use of Reasonable Force

Members of staff can use reasonable force in order to prevent injury, damage to property or disorder

Examples of cases in which restraint might be used:

- When the safety of another student, member of staff or visitor is threatened
- When self-injury is being, or is likely to be, caused
- When a child or young person is exposing themselves to potential danger by seeking to leave the premises or a vehicle (in the case of an Academy trip) or an action to cause damage to themselves or others
- When there is a risk of serious damage to property

Acceptable forms of restraint (NB: In all cases there should be only the use of minimum force)

- A safe holding tactic by which a student is restrained as far as possible without injury to any parties until he/she calms down
- Physical contact with a student designed to limit his/her movements if these are posing a danger or involving serious disruption
- The physical removal of a student from one place to another
- The use of minimum physical force to remove a weapon or dangerous object from a student's grasp, when he/she is in the act of assaulting another person or evidently about to do so

All such incidents must be reported as soon as possible to the Principal – Well-being and Development and recorded in the restraint record

Staff should comply with the following procedures when applying constraint:

- Warn the student, wherever possible, of the possible consequences of failure to comply (e.g. "If you carry on doing that, I will have to stop you"). Whatever warning is used must NOT contain any threat of physical assault
- If at all possible, summon a second colleague.
- Physical restraint should not normally be attempted until an assessment has been made by the staff concerned that the restraint can be undertaken successfully
- Make it clear that there is an intention to use reasonable force

During the exercise of physical restraint staff must:

- Use only minimum force
- Use such force only for the minimum period necessary
- Keep talking to the student to try to calm the situation
- Keep their own temper under control
- Seek to avoid any injury to the student
- Cease the use of restraint as soon as safety is re-established



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APPENDIX 3: USE OF MOBILE PHONES

Code of Conduct / Acceptable Use Agreement - Mobile Phones at Bloom World Academy

- To help everyone stay focused, connected, and present during the school day, mobile phones are not permitted.
- If you choose to bring a phone to school, it needs to be switched off and safely stored in your locker.
- If you need to contact home for any reason, speak to your tutor or any teacher — we are here to help.
- Remember, everything you need to succeed and feel supported is already here at school — you don't need a phone between your arrival and departure from school.

If you choose to bring your phone to school, you must agree to the following:

1. I will not use my mobile phone during lessons or around the school, including during BELA time.
2. I will comply with a request by a member of staff to switch off, or hand over, a phone immediately. I will not argue and I agree that refusal to comply is a breach of the school's behaviour policy which will be dealt with accordingly.
3. I will turn my phone off (not just put on 'silent') as I enter the building and I will keep it switched off during the day.
4. I will only turn on my mobile phone at the end of the school day and once I am in the allocated area in the forum. I will only use my phone, at this time, to make travel arrangements.
5. I understand that headphones/earbuds, connected to my phone, are not to be used in school and will be handed over to a member of staff if seen.
6. I know that it is not permitted to use my phone in the toilets or in the changing rooms – see point 1. This is especially important as we need to protect the privacy and welfare of other students.
7. I will not keep my phone on me (eg: in a trouser pocket) because I know that I am not to use my phone during the school day.
8. I will not share my contact details with people I do not know and I will not share other people's contact details without their consent.
9. I will not share my phone's password(s) or access code(s) with anyone else. I will not take photos or recordings (either video or audio) of school staff or other students without their consent, including during fixtures or out of school activities. I am aware that doing this is illegal in the UAE.
10. I will not use my mobile phone to bully, intimidate or harass anyone. This includes bullying, harassing or intimidating students or staff via email, text/messaging app or any other social media platforms (i.e. TikTok, Snapchat, etc.) .
11. I agree that all rules regarding bullying, harassment and intimidation apply to how I use my mobile phone even when I am not in school.
12. I will not use vulgar, obscene, derogatory, racist or xenophobic language while on the phone or when using social media. I understand that this language is not permitted under the school's behaviour policy.
13. I understand mobile phones are not permitted in any internal or external exam or test environment and will turn off my phone and hand it over to an exam invigilator, before entering the test room. I understand that bringing in a mobile phone or any digital device into a test room can result in my exam being declared invalid.



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Escalation of Sanction

1st breach of policy	Phone confiscated and given to DVP – student can collect phone at the end of the day. Parent notified.
2nd breach of policy	Phone confiscated and given to DVP – phone must be collected by parent.
3rd breach of policy	Phone must be handed to DVP at the beginning of each day and will be returned at the end of the day. This will be in place for 4 weeks.

The school reserves the right to revoke permission of a student bringing their mobile phone to school if they do not abide by the policy. Please note the school reserves the right to review and change this school policy as required throughout the year. Any changes will be communicated in good time.

Student name: _____ Home Room: _____

Student signature: _____

Date: _____