



MES Cairo Secondary Behaviour Policy

WRITTEN/LAST REVIEWED BY: JHr

RATIFIED BY: SLT

FILE PATH: [MES Cairo Secondary Behaviour Policy](#)

DATE: SEPTEMBER 24

DUE FOR REVIEW: SEPTEMBER 26

General Overview

Code of Conduct: Modern English School Cairo is our mutual workplace and our second home. In order for us to thrive, there must be a positive working climate, characterised by a mutual respect between students and adults. This includes respect for culture and property, as well as respect for the school. All students and employees have, in cooperation with the parents and other stakeholders, a common goal to further the school's goals, vision, and mission. In both words and deeds, respect, equality, and tolerance will help the school to be a safe and respectful place. All members of the MES Cairo community are expected to contribute actively towards this shared goal.

In practice, this means:

- All individuals should experience respect so no one is subject to degrading or offensive behaviour.
- A person's commitment to learning and making the most of the educational opportunities given should not be restricted or impeded in any way by disrespectful or intimidating behaviour.
- Everyone must accept responsibility for their own behaviour and show due regard for others - both on and off the school grounds.

A student's evasion of the school's Code of Conduct can lead to:

- A restorative conversation with the student followed by a written warning that is sent home.
- A joint meeting with the student, parents, and administration where an agreement is signed.
- Internal alternative provision or external alternative provision - suspensions at school or out of school for a determined period of time.
- Expulsion in serious cases.
- The school alone decides on the consequence resulting from a breach of the Code of Conduct.

A student's fulfilment of the school's Code of Conduct can lead to:

- Positive contacts being made with parents informing them of appropriate behaviour.
- Recognition of appropriate behaviour in assemblies, small group settings, and large group settings.
- Awarding of house points.
- Other reward opportunities as made available throughout the school year.

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External Alternative Provision: A student may be sent home by the Head Teacher/Principal if they demonstrate inappropriate behaviour. Before the student is sent home, the parents will be informed by telephone – giving reasons and explaining when the student may return. (If deemed necessary the child will be picked up by one of the parents.) This will be followed up in writing, and a meeting with the parents will be organised. It is imperative the parents cooperate with the school in resolving the situation for the sake of their child as well as the other students at MES Cairo.

Restorative Behaviour Policy

Student and Parent Responsibilities

Students and parents are integral parts of MES Cairo. Our shared understanding of expectations leads to success for students. It is imperative we are aware of expectations and procedures to ensure authentic learning and respect are present in all aspects of our school life.

Students

Students must adhere to the Student Handbook. At the beginning of each term, the homeroom teachers will review the main expectations for success at MES through use of the Student Handbook. At the start of the school year, students and parents will be required to submit documentation saying they have reviewed the Student Handbook and understand the expectations required to be successful at MES. The Student Handbook will be shared on the school website and on their current PRIME Time Google Classroom.

[MES Cairo Student Handbook](#)

It is the responsibility of the student to seek any clarification they may need regarding information found in the Student Handbook. They may reach out to their respective Assistant Head or Dean of Students.

Due Process

Each student at MES is guaranteed the right to due process. This process involves:

- Allowing the student to share their version of events.
- Allowing the student the opportunity to speak to the school counselor (when available).
- Ensuring the student is aware of the incident and ensuring the student has been given the details of why they are being investigated.

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Parents

Parents will support their child and MES Cairo throughout any concerns that may arise over the course of their time at the school. Parents will review the Student Handbook with their children and submit the Google Form at the end of this document. Parents will ensure they have provided the school with appropriate means of contacting them - including their preferred means of contact, their updated phone numbers, and updated email addresses.

If there are any questions, parents should reach out to their respective Assistant Head or Dean of Students.

MES Cairo - Staff Responsibilities

At MES Cairo, we have a four-tier Behavioural Intervention system. This four-tier behavioural system has been designed to allow opportunities for redirection from multiple staff members. This process allows for support of all students at MES Cairo.

These four-tiers include:

- Level I - Teachers
- Level II - Head of Faculty
- Level III - Assistant Head/Dean of Students
- Level IV - SSLT (Secondary Senior Leadership Team) - Assistant Principal, Vice Principal, Principal, Deputy Head, Head, and the Whole School Director

Teachers

Teachers are the backbone of MES Cairo, and without them, MES Cairo would not exist. With this in mind, the utmost respect is expected to be given to teachers at all times. In the same manner, teachers will demonstrate respect to students, parents, and other stakeholders as interactions dictate.

Within the classroom, teachers have full autonomy over the delivery of academic content. They have the right to decide how their classroom material will be disseminated to students.

In order to promote behavioural consistency across all sections and courses, a daily set of steps has been created to allow for consistent redirection in every classroom. These are considered Tier 1 Level

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The following procedures for repeated low-level behaviours by a single student have been adopted across all of secondary:

1. **Teacher Organisation and Preparation**
 - a. Teachers will have a friendly manner when greeting students. Concerning behaviour, teachers and students will reset each lesson - it is expected each lesson is a fresh start for all students and teachers. It is the expectation of all teachers to have a warm-up activity on display at the beginning of the lesson. It is the expectation of all students to complete the warm-up activity. This activity will be called 'WARM UP' to ensure consistency across every lesson. The teacher will be organised, have the lesson well prepared, and whenever possible, be at the door waiting to greet the class.*
2. **Refer to the Thank You**
 - a. Every classroom within the Secondary School will have the expectations displayed. Teachers will refer to this as the students enter the class, as the students settle, and throughout the lesson. The teacher will alert their line manager if the classroom does not have a poster or it is damaged. Students will become familiar with the routine in every classroom of adhering to these expectations.
3. **Direct with a task**
 - a. For students who still are unable to settle, the teacher can choose to give them a responsibility (whenever possible). This can be wiping the board, handing out equipment, collecting something, etc. The goal is to empower students, make them responsible, and provide the opportunity to positively contribute to the lesson.
4. **PiP and RiP (Specific to student)**
 - a. Praise in Public and Reprimand in Private (PiP and RiP): Whenever possible, the teacher will try to praise students publicly and reprimand them privately. However, in situations where health and safety is an issue, or the behaviour is distracting a large portion of the class, this may not be possible. The teacher will ask the student to be quiet, focus, settle down, and specifically use the phrase: "This is a verbal warning." The teacher may wish to record this, but this should be completed privately (RiP).



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5. Private Written Warning (EMF)

- a. The teacher will now record the written warning privately and let the student know privately, when it is appropriate in the lesson, that they have earned a written warning. This will be documented via our Electronic Misconduct Form (EMF - formerly known as a Blue Slip). By completing the EMF, the following individuals will be informed automatically: the appropriate Head of Faculty, the appropriate Assistant Head/Dean of Students, and the Assistant Principal of Student Affairs.
- b. The teacher will also contact the parent to inform them of the repeated misbehaviour. MES Cairo strongly believes in the power of parents to help correct students' misbehaviour during lessons.
- c. When an EMF is completed, the teacher will deliver some type of sanction. As each teacher is very different, the types of sanctions delivered can include (but are not limited to):
 - i. Break Detention - this will not last more than 15 minutes. The teacher will inform the student of the date and time to attend the detention. If the student does not attend the detention, and there is not a valid reason, the issue will be escalated to the Head of Faculty. From there, the Head of Faculty will decide the appropriate sanction.
 - ii. Restorative Conversation - the opportunity to correct future misbehaviour by developing an understanding between the teacher and the student about why the misbehaviour occurred and how to prevent it moving forward.
 - iii. Behavioural Reset - Students can be asked to leave the room for up to 90 seconds. This gives the teacher time to reset the lesson, the student time to mediate their behaviour, and then time for the teacher to have a conversation with the student prior to inviting them back into the lesson.
 - iv. Seat Reassignment - Students' seats may be moved to allow them the opportunity to sit in a position more conducive for their learning.



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A sanction CANNOT be academically related (except for cases of plagiarism/cheating/unauthorized use of AI) - points cannot be deducted from academic assignments for misbehaviour. For the American Section, PGP points can be deducted, but these are related to soft skills and are not specific to course academics. For the IB Section, please refer to the IBDP Academic Honesty Policy.

6. Catch them doing something good

- a. Praise the student for positive behaviour. Students may have been quiet for a period of time, they may have been focused, helpful, had their hands up, etc. Ensure you recognise, find, and acknowledge this and verbally express it to the student either in front of the class (if appropriate) or privately.

7. External Support (SEMF)

- a. If the student is still not complying with the expectations of the classroom and the teacher, and clear disruption is taking place which is stopping the learning of others, quietly and discreetly call for external support.
 - i. Each teacher will directly communicate with their Head of Faculty (HoF). The HoF will recommend the removal of the student to the AH/DoS and the AP and together they will decide to remove the student or have them remain in their classroom.
 - ii. If there is no availability for help, please contact the appropriate Assistant Head/Dean of Students.
 1. In the case of extreme disrespect, physical violence, truancy (more than five minutes late to the lesson), or uniform infringement(s) that is/are unable to be corrected, please contact your AH/DoS immediately.
- b. Whenever a student is removed from a lesson:
 - i. Parental contact must be made via a phone call.
 1. Phone calls allow for in-depth communication and generally results in a clearer understanding of any issues that occurred throughout the lesson.
 2. Any parental contact must be documented and shared with the appropriate Head of Faculty, Assistant Head/Dean of Students, The Head of Faculty/Assistant Head/Dean of Students will complete the



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sanction for the SEMF and they will inform the teacher when the sanction has been completed.

3. Please be sure to complete the [Parent Contact Form](#).

ii. A Serious Electronic Misconduct Form (SEMF) must be completed by the teacher.

1. The Head of Faculty/Assistant Head/Dean of Students will complete the sanction for the SEMF and they will inform the teacher when the sanction has been completed.

Head of Faculty

The Head of Faculty serves as the leader for academic issues within their respective department(s) and they lead Level II Behavioural Interventions. These interventions generally occur after teachers have attempted on multiple occasions to correct specific misbehaviour for an individual student within their classrooms.

[MES Cairo - Head of Faculty](#) [Organised by Section and Department](#)

When a teacher completes a Serious Electronic Misconduct Form (SEMF), the issue is immediately referred to the Head of Faculty. The Head of Faculty will work with the student and teacher to help resolve the issue so learning can resume. The Head of Faculty has multiple ways they can help rectify the issue. Some of these options include (but are not limited to):

1. After School Detention

- a. This allows for the student to have time to reflect on misbehaviours that occurred within the classroom, and through restorative conversations with the teacher and Head of Faculty, allow for a resolution. Teachers will attend the first 20 minutes of the After School Detention in order to have a conversation with the student with the Head of Faculty present. The teacher will leave, and the Head of Faculty will work with the student to develop a plan of action that will ensure success (if followed) moving
 - i. If the teacher is unable to attend, they will inform their Head of Faculty ahead of time and share details about the incident prior to the After School Detention.



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2. Removal from Lessons

- a. Students may be removed from the specific teacher's lesson until the opportunity to have a restorative conversation has occurred. The removal can be from one to three lessons. This is considered an excused absence, and any missed work will be accepted for credit. The removal from lessons will take place with the Head of Faculty so they can provide academic assistance, if necessary, during the removal.

Assistant Head/Dean of Students

The Assistant Head/Dean of Students serves as the leader for their specific sections and leads Level III Behavioural Interventions. These interventions generally occur after teachers and Head of Faculty have attempted on multiple occasions to correct specific misbehaviour for an individual student. Most students do not reach Level III Behavioural Interventions; sanctions generally are quite severe due to the nature of the misbehaviour.

At this point, the student has either demonstrated repeated misbehaviour, and even with multiple opportunities to correct the behaviour and multiple opportunities to involve parents in the process, behaviour has not improved. The student may have also demonstrated extreme disrespect, gross defiance, or demonstrated behaviour that threatened the physical or mental safety of themselves or others (this is not an all-inclusive list).

At this level, some of the options to correct misbehaviour include (but are not limited to):

1. After School Detention (same as Head of Faculty)
2. Removal from Lessons (same as Head of Faculty)
3. SLT Detention
 - a. This is a one hour detention that occurs after school. The opportunity to engage in restorative conversations and activities will take place over the course of the detention.
4. Alternative Internal Provision
 - a. Students may be assigned a half or full day of Alternative Internal Provision. This will be directed by their Assistant Head/Dean of Students, but students will be removed from normal lessons during the consequence. They will have separate breaks from their peers, and in some cases, students will be given restorative projects where they



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are given the opportunity to work with students in need to give back to the MES Cairo Community. This will be counted as an excused absence.

- i. Parents will be informed via phone call prior to the start of the alternative provision.

5. Alternative External Provision

- a. Students will not be allowed to attend school or any school-related functions for the duration of their sanction. This will be counted as an unexcused absence.
 - i. Parents will be informed via phone call prior to the start of the alternative provision.
 - ii. Parents and the student will be required to attend a meeting after the completion of the sanction prior to returning to the school community. This will allow for the parents, student, respective Assistant Head/Dean of Students, and Assistant Principal of Student Affairs to develop a plan of action that, if followed, will help the student be successful.

Secondary Senior Leadership Team (SSLT)

Continual misbehaviour, or repeated offenses that result in creating an unsafe environment will be referred to the Secondary Senior Leadership Team (SSLT). These are considered Level IV Behavioural Interventions, and are only reserved for the most serious of incidents. Repeated behaviours at this level can eventually result in expulsion from Modern English School Cairo.

Miscellaneous Notes

- Some teachers have to move classrooms so procedures can still be followed once the teacher arrives at the assigned classroom.
- Concerning Level II SEMF, when a consequence has been completed by the student, it is the responsibility of the Head of Faculty to inform the teacher, Assistant Head/Dean of Students, and Assistant Principal of Student Affairs. This is done by completing the “Action Taken” portion of the Combined Misconduct Form 24/25 - an email will be automatically generated and sent to the appropriate individuals.



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- Concerning Level III SEMF, when a consequence has been completed by the student, it is the responsibility of the Assistant Head/Dean of Students to inform the teacher, Head of Faculty, and Assistant Principal. This is done by completing the “Action Taken” portion of the Combined Misconduct Form 24/25 - an email will be automatically generated and sent to the appropriate individuals.
- Every time an EMF or SEMF is completed, parents must be notified via email or phone call. The appropriate individuals (Administrative Officer, Head of Faculty, Assistant Head/Dean of Students, and Assistant Principal) must be included in the emails or sent transcripts of the phone call.

Positive Behaviour Policy

CHAMPS

CHAMPS is a system of Positive Behavioural Interventions and Supports (PBIS). By focusing on teaching consistency to students through the usage of activity transition slides (Key Stage 3/Middle School), and by having teachers focus on pre-emptive measures, we can prevent many types of misbehaviours from occurring.

CHAMPS

- Mission
 - Leadership through Education: Care, Challenge, Inspire
 - Whole School Improvement Plan
 - Teacher Mission for their Classes
- Structure for Success - Behaviour
 - Developing and Displaying Guidelines for Success (Shared via Google Classroom and/or classroom syllabus)
 - Classroom Rules
 - Positive Physical Space
 - Warm Ups
 - Procedures for Common Transitions
 - HRT - Procedures for Special Circumstances
 - Establish and Maintain Family Contact: Restorative conversations followed up with positive conversations help balance the relationship with parents
- Positive Framing

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- Wherever possible, focus on positively framing rules, procedures and emails. Obviously, when not possible to positively frame information, use neutral, fact-based language.
- Engage with Behaviour Fluently
 - Rules and procedures must be applied consistently to all students for the entire school year.
- De-escalation Techniques
- Reflect
 - If something is not working, take time to discuss it with your students, change the policy/procedure, and give students time to adjust to the new policy/procedure.
- CHAMPS Transition Slides (Key Stage 3/Middle School)
 - [CHAMPS: Transition Slide Overview](#)
 - Procedures for Common Transitions (KS3/MS)
 - HRT - Prepare students for Special Circumstances (KS3/MS)

House System

Our House System has been designed to foster positive relationships across all sections of the school - with family members placed into the same houses across primary and secondary, and students from all sections placed in each house (American, British, and IBDP). Students can gain points for their house through house events, supporting school activities through positive participation, and through points awarded by teachers and administrators at the school. This allows for a shared sense of connectedness across the school.

PRIMElight Celebrations

Starting the 2024-2025 school year, a student representative from each homeroom in secondary will be selected to attend the PRIMElight Celebration. This is a huge honour. The student represents a PRIME element (or multiple PRIME elements) in a manner that deserves special recognition for their specific month.

This honour will be awarded as part of a formal ceremony in the theatre with the student, and their respective parents/guardians attending where possible.



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Student and Parent Google Form

Please complete the attached Google Form. This Google Form allows the school to document the student and parent stating they are aware of the expectations of the MES Cairo Secondary Behaviour Policy, the Student Handbook, and the Parent Handbook. Students will not be allowed to take part in any extracurricular activities until this Google Form has been successfully completed.

[MES Cairo - Secondary Behaviour Policy \[Documentation of Expectations\]](#)

If you have any questions or concerns, please do not hesitate to reach out to MES Cairo.