



Positive Behaviour Policy

1. Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community. Royal Dubai School values are built on mutual trust and respect for all, in accordance with the GEMS core values. The school positive behaviour support policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an optimum learning environment where everyone feels happy, safe and secure.

The primary aim of the positive behaviour support policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way taking into consideration the below factors:

- The school expects every member of the school community to behave in a respectful and responsible way towards others;
- We treat all children fairly and apply this behaviour policy in a consistent way in order to ensure the wellbeing and safety of all students;
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community;
- The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour for all students, rather than merely deter anti-social behaviour.

2. Approach

School-Wide Positive Behaviour Support is a systematic whole school approach to create a safe and productive learning environment that focuses on teaching and supporting positive behaviour for all students in our school. The procedures and processes are intended for all students and staff in all settings across the school (e.g., school-wide, classroom, non-classroom, and student specific individual behaviour plans).

As part of School-Wide Positive Behaviour Support in our school we have developed several clear rules for the behaviour we expect in all areas of the school. These are displayed through our Islamic and Moral Values.

We are Respectful

- To our school environment
- To each other and everyone around us
- By being patient
- By being tolerant of others

We are Responsible

- For being good role models
- For being trusting and trustworthy
- For making the right behaviour choices
- For achieving excellence together

We are Ready

- To learn
- To support each other

Throughout the year we explicitly teach students what these expectations look like in different areas of the school and reward them frequently with descriptive praise, dojo points, certificates, and other celebrations.

The expectations for all student behaviour will be clear throughout the school including playground areas, corridors, classrooms and buses. We will apply consistent consequences and positive reinforcement and teaching of the expectations for all children.

By detailing expected behaviours and teaching these behaviours in a positive way, we will provide a common language for everyone in the school, including students, teachers, front office staff and teaching assistants. These expectations are developed with the students, clearly communicated to parents and parents are encouraged to discuss and reinforce these expectations with their children.

3. Rewards

As the policy states all staff should look for positive behaviour and give appropriate verbal feedback. In addition there are a variety of formal methods to recognise and reward students across the school. We praise and reward children for good behaviour in a variety of ways-

Foundation stage:

- At the beginning of the year the teacher will work with the children to establish class Golden Rules through a class charter. These will act as the benchmark for acceptable behaviour throughout the year and will be added to continually by the children;
- Children have classroom reward systems (house points/class dojo) which are shared with parents;
- Children have the opportunity to share their work and their achievements during review sessions with the whole class and other classes.

Primary:

- Teachers award children house points/class dojo points;
- Celebration time in classes at the end of the week;
- Certificates and other merits systems (principal stickers etc) are given to children for consistent high-quality work or positive behaviour, or to acknowledge outstanding effort or acts of kindness in school. One child from each class will be awarded the 'High Performing Learner' certificate each week in assembly;
- Classes have an opportunity to lead an assembly where they are able to perform or show examples of their best work.

As a whole school teachers raise and congratulate children. The school acknowledges all the efforts and achievements of children, both in and out of school. Parents are also made aware by the use of emails, social media and blogs and through face to face discussions and the use of noticeboards.

4. Sanctions

Although the focus should always be on developing and reinforcing positive behaviour, there is a system in place for students who fail to meet our basic expectations. The vast majority of behaviour concerns will be managed by the class teacher. How this is done will depend upon the circumstances but will begin with a clear explanation of why the behaviour is not acceptable.

As a final resort, in common with all private institutions, the Principal retains the right to exclude a pupil when a child is having a detrimental effect on the learning of the rest of the group or when there are serious safety issues and all other avenues have been exhausted. The Principal is required to demonstrate this, with documentary evidence, to the KHDA, should parents challenge his or her decision. Dated letters to parents regarding their 'Letter of Undertaking' references the schools Parent School Contract (PSC) must be produced. The letter will outline the support offered by the school and the agreed next steps.

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

- We manage issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support or comforting and an explanation of why the behavior is unacceptable;
- Teachers and support staff monitor children with behavioral issues and keep a diary of events using ABC Charts and home/school links books;
- Teachers and support staff refer to our Behaviour Pathway to ensure that all serious behaviour issues that warrant discussion with the Head of Year are managed consistently and effectively;
- The class teachers organise the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities;

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own;
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task;
- If a child presents with inappropriate behaviour of any kind, the teacher will remind him or her of the expected behaviour. If this happens repeatedly the parents are informed and an Individual Positive Behaviour Support Plan (IBP) is agreed;
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class/form teacher stops the activity until appropriate behaviour is restored or the child is removed from the activity for the rest of that session;
- Every class teacher discusses and teaches standards of behaviour with their class at the beginning of each term and as required throughout the year. In addition, each class also has its own Class Charter, which is aligned with the school wide behaviour expectations and Islamic and Moral values. This Charter is created and agreed by the children and displayed on the wall of the classroom. The Student Council develop these expectations for every area of the school and clearly display them so that every child in the school knows the high standards of behaviour expected around the whole school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during carpet time.
- Throughout all the work we do, and specifically through the RDS Wellbeing Framework and Moral Education Programme, we promote empathy, respect and citizenship skills. Any form of bullying or intimidation is not tolerated. Action is taken immediately to stop any further occurrences of such behaviour. All staff should be fully conversant with the GRDS Anti-Bullying Policy. We are committed to ensuring everybody can feel safe and empowered in school.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE (UK) Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. No form of corporal punishment is permitted in school. Staff intervene physically to restrain children only to prevent injury to a child, or if a child is in danger of hurting him/herself.

5. The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that high standards of behaviour are maintained in their class during lesson time, around the school building and whilst out on school trips;

- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability;

- The class teacher treats each child fairly and maintains the classroom code consistently. The teacher treats all children in their class with respect and understanding;
- The class teacher keeps a record of repeated incidents on an ABC chart. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues repeatedly, the class seeks help and advice from the Head of Year, Student Wellbeing Lead, Head of Achievement Centre and/or the Principal or another member of SLT;
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the welfare or behaviour of a child.

6. The Role of the Principal

- It is the responsibility of the principal to implement the school behaviour policy consistently throughout the school;
- The principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy;
- The Principal keeps records of all reported serious incidents of unacceptable behaviour and reports are shared with cluster lead if escalated;

7. The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school;
- We explain our expectations during induction meetings and by issuing a School-Wide Positive Behaviour Support brochure to every parent. We expect parents to support us in maintaining high standards of conduct at all times;
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour;
- If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class/form teacher. If the concern remains, they should contact the year leader, and finally the principal. If these discussions cannot resolve the problem, parents should contact the school Cluster Lead at GEMS Corporate Head Office (contact details are available in school). Letters will be issued to parents in agreement with the cluster lead and pre-shared with KHDA.

8. Monitoring

- The principal monitors the effectiveness of this policy on a regular basis;
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents and records serious incidents on HSE/Phoenix where a Head of Year, member of SLT or the Pastoral Lead has been involved.

9. Review

The school reviews this policy on a regular basis:

Next review date: March 2023

Appendix A: Behaviour Support Pathway for Classroom Teachers



Positive Behaviour Pathway

**THINK
POSITIVE**

In class (1,2,3)	Flash point 1	Flash point 2	Flash point 3	Flash point 4
<p>Positive reinforcement is given to the children who are listening and ready (first attention to best conduct)</p> <p>A verbal warning is given to the student for low level disruption. Remember reprimand in private and keep calm and consistent.</p> <p>If the behaviour continues, the teacher puts strategies and monitoring in place to support the student from repeating the behaviour.</p>	<p>Inform HoY via email – they will decide on next step to be given for example – phone call home, time out to finish work etc.</p> <p>HoY to meet with CT and parents. (this must be minuted and documented in a follow up email to parents)</p> <p>Student Wellbeing Lead to observe and provide strategies, ABC charts and assessments as necessary. Evidence collected over a 2 week period</p> <p>Behaviour plan and/or risk assessment put in place.</p> <p>Inform parents & share home strategies and expectations via letter. If risk assessment, share with all relevant staff</p> <p>Risk assessment monitored fortnightly.</p> <p>Student Wellbeing Lead to follow up with CT. Behaviour plan to be accessible for all relevant staff</p>	<p>If situation endangered the child or others or if after a month of monitoring on flashpoint 1 there has been no improvement. Then a decision as to whether an internal exclusion is needed will be made in conjunction with Student Wellbeing Lead and AHT</p> <p>Internal exclusion; time out to complete a learning task and a restorative justice conversation (age and stage appropriate for timing)</p> <p>AHT involved and written communication shared with parents. CT to review strategies and behaviour plan.</p>	<p>If behaviour escalates or 3 internal exclusions, meeting with MB and file gathered to present to KHDA for suspension.</p> <p>All evidence is presented to parents and KHDA for a temporary suspension of up to 3 days. After the approved suspension the child and parents must attend a return to school meeting.</p>	<p>When all other avenues have been exhausted and the child is still endangering themselves or others. Principal to gather evidence for KHDA exclusion</p> <p>Child internally excluded whilst awaiting KHDA decision.</p>