



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's 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
- For the day in RDS uniform

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, class charts 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 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 charts) 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 charts 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 using the primary consequences ladder (see appendix 1).

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 wellbeing 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.

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 class charts or 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 Key Stage Leader, 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 key stage leader, and finally the principal. If these discussions cannot resolve the problem, parents should contact the school Cluster Lead at GEMSCorporate Head Office (contact details are available in school). Letters will be issued to parents in agreement with the cluster lead and preshared 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 Key Stage Leader or a member of SLT Lead has been involved.

9. Review

The school reviews this policy on a regular basis:

Next review date: June 2024

Flash Point	Behaviour examples	Order of consequences linked to behaviour	Staff involvement	Parental Involvement
Prevention and warning	<p>Low level breaking of school expectations and other behaviours such as:</p> <ul style="list-style-type: none"> • Not lining up correctly • Making noises • Talking over adults and children during lesson input • Misuse of iPad • Chewing in class • Calling out 	<ul style="list-style-type: none"> • Non-verbal warning in the moment • Reminder of class charter/ 3 R's • Use of HPL language • Redirection (by name) • RIP conversation • Intervention – move seat, change line order etc. 	Teacher/TA	None
One	<p>Frequent demonstration (3 or more) flash point one behaviours or demonstration of the following during learning times:</p> <ul style="list-style-type: none"> • Rude to support staff cleaners/canteen complaints • Refusal to engage in learning • Careless rough play • Taking other children's equipment without asking • Constantly distracting others • Walking around the room • Getting children into trouble • FS - Consistent 'unkind' hands e.g. snatching, breaking models, destroying others pictures, refusing to tidy up <p>If behaviour changes or is</p>	<ul style="list-style-type: none"> • Reflection time during break time - led by teacher where the incident happened. • Use of HPL language (VAAs) • Apology notes • Restorative conversation • Begin ABC chart/ track on class charts and define strategies to be used • Create behaviour plan • FS – Restorative conversation-countdown/ calm reflection/thinking time • FS – empathetic emu / hardworking hedgehog 	All teachers	<p>Teacher (specialists included) to speak to parents either at pick up or by phone, and in the case of no contact, email to be sent as a last resort. This includes if incident occurred on the playground. Is placed on class charts and referred back to teacher. (Pulse record and noted on class</p>

	out of character, complete a wellbeing check.			charts) Teacher to review wellbeing and behaviour weekly and intervene as and when appropriate.
Two	<p>Continuation of Level One behaviours or incidents of bullying behaviours such as:</p> <p><u>Social/Emotional:</u> Name calling - culturally inappropriate language Deliberate exclusion - "gang mentality" Spreading rumors Consistently ignoring an adult</p> <p><u>Digital:</u> Game during learning time Sending inappropriate messages- air dropping Searching inappropriate content</p> <p><u>Religious/Racist discrimination:</u> Threats surrounding being a bad Muslim Racist language</p> <p><u>Verbal (including swearing and appropriate name calling):</u> Swearing inappropriate name calling Swearing in Arabic.</p> <p><u>Physical/vandalism:</u> Physical altercation- not walking away from a scuffle</p>	<p>1st Incident- Loss of some play time 10 minutes of play time KS1 Whole playtime KS2- reflection room</p> <p>2nd Incident- One day loss of play KS1 Two days loss of play KS2 Withdrawal of privileges such as football</p> <p>3rd Incident Two days loss of play- KS1 Three days loss of play- KS2</p> <ul style="list-style-type: none"> • Time out in a different class (KSL or specialist leader) • Restorative conversation or reflection documentation • Apology letter • FS – loss of play time by having to hold teachers' hand on Tiger Turf followed by restorative conversation. If it persists, begin ABC chart. <p>When the behaviour is witnessed on the playground the child will stand with supervising adult for the remainder of playtime. It is then the supervising adult's responsibility to inform the teacher to put on class charts.</p>	<p>All incidents from level two and above are formally recorded.</p> <p>Teachers and Key Stage leaders.</p> <p>If bullying, then Student Experience Officer to be contacted by CT.</p> <p>Risk assessment/behaviour plan may be required.</p> <p>Class Teacher (inclusion if it is persistent and need ABC chart, after LLN)</p>	<p>1st and 2nd incident phone call home from CT.</p> <p>More than 2 incidents : CT and KSL to meet with parents. (CT already to have met parents and recorded on pulse)</p> <p>FS - Phone call home to parent or meeting with CT depending on severity Class Charts to be analysed</p>

	<p>Inappropriate touching</p> <p><u>FS – consistent</u> hitting/kicking/biting towards peers or adults on a more significant level e.g. targeting others and significantly hurting others to leave mark. The level of aggression is significantly more than stage 2.</p> <p>Refusal to follow instructions which leads to unsafe behaviour</p>	<p>If behaviour is witnessed in the canteen the child will finish lunch away from the other children, in close proximity to the supervising adult. The supervising adult to inform the child's teacher.</p>		<p>weekly by the Ace Team.</p>
<p>Three</p>	<p>Continuation of Level Two behaviours without change in behaviour despite intervention plus:</p> <p><u>Bullying behaviours:</u> Coordinating and facilitating group discrimination against an individual or group of individuals which might include social, physical or cyber manipulation</p> <p><u>Cyber:</u> Malicious or damaging use of social networking</p> <p><u>Racism:</u> Aimed specifically Refusal to cooperate with others based on race or religion</p> <p><u>Violence:</u> Intentional hitting/kicking Repeated anger</p>	<p>1st incident: Child to spend part of the day (Internal Exclusion) with Student Experience Officer. Warning Letter 1</p> <p>2nd incident: Internal exclusion (full day) or extended time off the playground Warning Letter 2</p> <p>Child on report- 1 week behaviour tracking</p>	<p>CT, KSL, AP</p>	<p>Parents must have a formal meeting with AP and CT. Logged on pulse Logged on class charts</p> <p>Warning letter 1 given to parents and follow up meeting will be arranged</p> <p>For bullying or racist incident supervising adult to complete racist</p>

				and bullying incident for and send a copy to MIB Class Charts to be analysed weekly by the Ace Team.
Four	<p>Repeated (two or more) Level 3 behaviours, whereby the intervention has not led to improvement and are targeted and consistent</p> <p><u>Addi</u> <u>onal</u> <u>Behavi</u> <u>our:</u></p> <ul style="list-style-type: none"> - Bullying, either verbal, emotional, physical or online - Bringing the school's name into disrepute - Unprovoked intentional harm towards an adult or child. 	<p>1st incident- Internal exclusion- child is given an internal isolation for a full day- Warning letter 3</p> <p>2nd incident- external suspension- 1 day</p> <p>3rd incident- 3 day suspension</p> <p>External suspension (up to 3 days) KHDA approval and documents needed.</p> <p>Reintegration paperwork</p> <p>Personal consequences flowchart</p> <p>Risk assessment update</p> <p>Behaviour plan update</p> <p>Letter of undertaking upon return</p>	CT, Deputy Principal, Principal	<p>Class Charts to be analysed weekly by the Ace Team.</p> <p>Warning letter 2 and 3 given to parents and a follow up meeting will be arranged .</p> <p>Parents must meet with AP.</p> <p>Educational Psychology assessment required</p> <p>KHDA warning letter given to parents in a formal</p>

				meeting
Five	<p>Continuation of Level 4 behaviours, whereby the intervention has not led to improvement.</p> <p><u>Bullying</u></p> <ul style="list-style-type: none"> - Consistent continuation of above bullying behaviours - Wider reaching malicious use of the social networking such as setting up 'I hate' whatsapp group or facebook page <p><u>Additional Behaviours:</u></p> <ul style="list-style-type: none"> - Possessing inappropriate or banned material or substance - Physical altercation / fighting with serious outcome - Racist language or actions - Stealing - Biting 	<p>Managed move</p> <p>Permanent exclusion with approval of KHDA</p>	<p>CT, KSL, AP, Principal, Head Office</p>	<p>Class Charts to be analysed weekly by the Ace Team. KHDA may require contact to inform them of strategy.</p> <p>Corporate office to be contacted to coordinate termination and managed moves.</p>

