



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

 **Al-Futtaim** Education Foundation

# Whole School Behaviour Policy

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## 1. Introduction

Deira International School (DIS) sets high standards of behaviour. Clearly communicated expectations, guidelines and consistent methods of managing behaviour form the basis of our philosophy for promoting positive and successful behaviour for learning.

- Our Whole School Behaviour Policy is built upon a Positive Education Model.
- Positive Education provides the under-pinning conditions for effective teaching and learning to take place.
- We recognise that students may need support and guidance to make positive decisions, in certain circumstances.
- We also recognise that students require mentoring and support in mending damaged relationships.
- Our expectations of students, will be modelled, reiterated, and reinforced by staff.
- Our Whole School Behaviour Policy extends to outside school, for example, on school trips, at school events, on school transport and at work experience placements.

This policy should be read in conjunction with the Home School Agreement and the Discipline Review.

### 1. Staff

All staff are responsible for the welfare, discipline and appearance of the students within their teaching area and around the school. Staff are not to allow the behaviour of an individual to have a detrimental effect on the learning of other students.

### 2. Students

Our Positive Education Model encourages our students to pursue:

- Positive Relationships
- Positive Emotions
- Positive Health
- Positive Engagement
- Positive Accomplishment
- Positive Purpose

### 3. Parents

Our Positive Education Model encourages parents to:

- Support the Home-School Positive Education Agreement
- Support the school in its expectations of positive behaviour
- Regularly communication with the school, particularly the tutor and/or class teachers
- Send their son/daughter to school on time, every day, in uniform, ready to learn.

### 4. Board Members

Governors should:

- Support the adoption of our Positive Education Model
- Undertake their duties outlined in the Discipline Review where required

### 5. Behaviour Management

Through our Positive Education Model, students are encouraged to develop a love for learning and acquire skills for personal-growth. A consistent approach to behaviour management is required.

- Where student behaviour is not positive, or does not meet expectations, the school will use a range of strategies to mentor and support students.
- Where a student does not accept mentoring or support, the case will be referred.
- Serious incidents will be assessed on a case by case basis.
- Crucial to our approach is that mentoring and support is offered, and that our response is reasonable, rational and restorative.

As a school, we will recognise and celebrate students' positive contributions to school, in a variety of ways, throughout the academic year.

## 6. Responsibility

Students will:

- Be expected to take responsibility for their behaviour and choices.
- Be given the opportunity to reflect on the impact of their behaviour and find ways to restore relationships.

## 7. Anti-Bullying

Bullying is the intentional hurting of one person by another. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the target.

Bullying behaviour is not tolerated at DIS.

Our approach to anti-bullying aims to:

- Promote Positive Well-being and Character Strengths, teaching students to be respectful and tolerant.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.
- Educate the whole school community the potential impact of bullying.

We believe bullying behaviours are demonstrated in three main forms and can relate to race, religion or culture; special education needs and disabilities; appearance or health; sexual orientation; sexist or sexual bullying.

- Verbal;
  - name-calling, taunting, mocking, making offensive comments;
  - emailing, chat-room insults;
  - misuse of Mobile Education Device (MEDs) with a Bring your own device (BYOD) environment, cyber-bullying; text messaging, sending hurtful texts including texts of a sexual nature;
- Physical;
  - kicking, hitting, pushing and shoving, fighting, spitting;
  - taking or damaging belongings, stealing from students' school bags or lunch boxes;
- Emotional;
  - neglecting, making someone uncomfortable;
  - photographing, using or publishing photos without consent;
  - gossiping, spreading hurtful and untruthful rumours;

- socially excluding people from groups e.g. not talking to them, excluding them from activities;

## 8. Staff

Staff will:

- Treat all bullying allegations sensitively and seriously.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.
- Encourage students to report their concerns
- Clarify for students, through wellbeing and reflection time, Moral Education, through the curriculum and assemblies, what bullying is (and is not) and that it is always unacceptable;
- Discuss, monitor and review our anti-bullying policy bi-annually.

## 9. Students

Students are expected to:

- Be positive, respectful and tolerant
- Report concerns, either their own, or on behalf of their peers
- Decline invitations to engage in bullying

## 10. Parents

Our Positive Education Model encourages parents to:

- Work alongside the school to educate our students to live our Positive Education values.
- Support the Whole School Behavior Policy and Discipline Review
- Let the school know of any concerns about their child's well-being in school

## Appendix A Disciplinary Review

Deira International School is a Positive Education (PosEd) School. We believe that behaviour concerns should be dealt with by focusing on the Character Strengths required to overcome the concerns.

Our disciplinary process requires that school staff, students and parents work in collaboration to ensure that students flourish through:

- Positive Relationships
- Positive Purpose
- Positive Accomplishment
- Positive Engagement
- Positive Emotions
- Positive Health

### Reasonable, Rational and Restorative Response

If behaviour concerns arise, school staff should respond in a reasonable, rational and restorative manner.

- All Behaviour concerns should in the first instant involve a conversation between teacher and student. The teacher should speak with the student in a calm manor and discuss the underlying reasons for the behaviour.
- All responses should be aimed at restorative practice which address the underlying reason for the behaviour. E.g A concern with a student's emotional management should result in a restorative action
- Communication is key. Pastoral care is everyone's responsibility. Communication between stakeholders is absolutely critical in understanding our students and providing the best possible mentoring and support.

## Appendix B – Secondary School Restorative Decision Matrix

The 'Restorative Decision Matrix' acts as a guide for staff when managing behaviour.

Secondary	Staff response	Staff restorative discussion – “think and reflect.”	Staff restorative action “think, reflect and address behaviour.”	Mentoring and support	Disciplinary review
Behaviour	Minor infringement.  Low level disruption.	Repeated low level concerns.	-Persistent concerns unresolved at Band 1 and 2 -Serious incident	-Repeated Level 3 concerns.  -Serious incident.	Criminal, dangerous or other incident that brings the school into disrepute.
Teacher Reflection	Can I resolve this concern positively myself?	I will resolve this concern myself but it is important that others are informed.	I will resolve this concern in collaboration with my HOD/HOY and parents.	The seriousness of this concern requires support from SLT.	The seriousness of this concern requires support from SLT.
Support options	Conversation and guidance	-Conversation and Guidance -Parent contact Think and reflect.	-Conversation and Guidance -Parent meeting Weekly report card Think, reflect and address behaviour.	-Assistant Head Teacher Daily report card Mentoring and support	-SLT
Recording and Communication to Parents.	Tutor referral discretionary	-Tutor informed -Logged phone call -Logged on ISAMS -Restorative action -	-Tutor informed -Head of Department/HOY informed -Logged on ISAMS -Parent meeting (alongside HOY/HOD) -Restorative action -	-Tutor informed -HOD/HOY informed -Logged on ISAM -Parent meeting -Restorative action -Deputy Head Teacher informed.	-Tutor informed -Head of Department -Head of Year informed -Logged on ISAMS -Parent meeting -Restorative action -Deputy Head Teacher informed.
Responsibility	Teacher or first responder	-Teacher -Tutor	-Teacher -Tutor -Head of Department -Head of Year	-Assistant Head Teacher -Head of Year	-Head of School -Deputy Head Teacher

Appendix C – Primary School Restorative Decision Matrix

Primary	Staff response	Staff restorative discussion – “think and reflect.”	Staff restorative action “think, reflect and address behaviour.”	Mentoring and support	Disciplinary review
Behaviour	Minor infringement.  Low level disruption.	Repeated low level concerns.	-Persistent concerns unresolved at Band 1 and 2 -Serious incident	-Repeated Level 3 concerns.  -Serious incident.	Criminal, dangerous or other incident that brings the school into disrepute.
Teacher Reflection	Can I resolve this concern positively myself?	I will resolve this concern myself but it is important that others are informed.	I will resolve this concern in collaboration with my YGL and parents.	The seriousness of this concern requires support from SLT.	The seriousness of this concern requires support from SLT.
Support options	Conversation and guidance	-Conversation and Guidance -Parent contact Think and reflect.	-Conversation and Guidance -Parent meeting Weekly report card Think, reflect and address behaviour.	-Assistant Head Teacher Daily report card Mentoring and support	-SLT
Recording and Communication to Parents.	Class teacher referral discretionary	-Year Group Leader informed -Logged phone call -Logged on ISAMS -Restorative action Think and reflect sheet uploaded to ISAMS	Year Group Leader informed -Logged on ISAMS -Parent meeting (alongside YGL) -Restorative action Think and reflect sheet uploaded to ISAMS	Year Group Leader informed -Deputy Head Teacher informed -Logged on ISAM -Parent meeting -Restorative action	Year Group Leader informed -Deputy Head Teacher informed -Logged on ISAM -Parent meeting -Restorative action
Responsibility	Teacher or first responder	-Teacher	-Teacher -Tutor -YGL	-Assistant Head Teacher - YGL	-Head of School -Deputy Head Teacher

## Restorative Action, Support and Mentoring

Various strategies are available to staff, for example but not limited to,

- Think and reflection opportunities
- Restorative discussions
- Counselling appointment
- Teacher, adult or peer mentor
- Student diaries
- Positions of responsibility
- Behaviour support cards

### Behaviour Support Cards

- Where report cards are issued they should be focused on a specific behaviour.
- All students should be given clear targets linked to 'Character Strengths.'
- Parents must be informed if a child is to be placed on a Behaviour Support Card.
- The Behaviour Support Card should be monitored by staff, students and parents.

### Internal exclusion

- If there is a serious concern, a student may be excluded internally.
- All internal exclusions will involve face to face meetings between the pastoral team, student and parents.
- Internal exclusions will be restorative and involve restorative practice aimed at addressing the underlying concerns.
- All internal exclusions will be accompanied by written notification.

### External exclusion

- External exclusions may be issued if there is a very serious concern which poses a significant risk to the well-being of our students.
- All external exclusions will involve a meeting between parents and the senior leadership.
- All external exclusions will be accompanied by written notification.  
Following an external exclusion, the student will be required to complete a reintegration meeting.