



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 **Al-Futtaim** Education Foundation

Behaviour Policy

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Our policy is informed by the behaviours outlined in the IB Learner Profile, which is also included in the appendix.

1. Roles and responsibilities.

a. The school director and board will

- Establish, in consultation with staff, students and parents, the policy for the promotion of good behaviour and keep it under review;
- Ensure that it is communicated to students and parents, that it is non-discriminatory and that the expectations which it sets out are clear;
- Support the school in maintaining high standards of behaviour and monitor the effectiveness of the *Behaviour Policy*

b. The Head teachers will

- Be responsible for the implementation and day-to-day management of the policy and procedures.
- Delegate aspects of its day-to-day implementation and management to designated members of the school leadership team.

c. The Senior Leadership Teams will

- Ensure the school's Behaviour Policy and other related policies are implemented consistently across the school;
- Ensures that the school regularly communicates with parents, carers and governors
- Provide effective support and training for teachers
- Provide a visible and dependable support to staff throughout the day
- Ensures a curriculum is in place which is up to date with changing social and cultural influences and which motivates all students and develops their personal and social skills
- Use the appropriate phase behaviour systems

d. The students will

- Follow the school code of conduct

e. All staff will

- Teach respect by treating students with fairness and consistency.
- Teach positive behavior by avoiding shouting, confrontation, aggression, sarcasm, humiliation, personal comments about students and whole class punishments unless every individual was involved in the mis-behaviour.
- Maintain positive communications between home and the school.
- Use the relevant phase behaviour systems appropriately

f. All teaching staff will

- Plan and prepare well structured, stimulating lessons which provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity and being fully inclusive/fully aware of specific needs (SEND, MEA/G&T, ELL).
- Create a purposeful learning environment and set positive expectations for all students.
- Produce optimised seating plans for all classes that consider individual Student needs and support behaviour management.
- Use iSams or GO4Schools to record house points and sanctions

g. Secondary form tutors and primary class teachers will

- Teach interpersonal skills by promoting positive supportive relationships within their class
- Identify patterns of absence and lateness and intervene appropriately
- Identify patterns in the behavior of students and work closely with the YLC/Year Leader to monitor and support the student's progress.

- Liaise with inclusion support teachers and iLSA to ensure student with behavioral needs are being supported in the mainstream setting and engage with supports/provision/strategies advise by Inclusion Dept.
- h. Subject Leaders, YLCs and Year group leaders will
- Ensure that staff in the department/year group are planning stimulating lessons which provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity;
 - Ensure there is a positive learning environment in their department/year group;
 - Take action to support members of the department/year group who are experiencing difficulties.
 - Monitor the attendance, behaviour and learning of students within their department/year group;
 - Ensure that the department/year group has a clear system for managing behaviour;
 - Ensure the school's behaviour policy is implemented consistently in their department/year group;
 - Liaise and communicate with their line manager, parents/carers and other stakeholders regarding student needs;
- j. The inclusion support team will
- Co-ordinate support to ensure identified students whose behavior is a cause for concern are identified early and receive appropriate guidance and support to enable their behavior to improve.
 - Support teachers to ensure that the behaviour policy is flexible around students with particular needs.
- k. Parents and carers will
- Take responsibility for the behaviour of their child both inside and outside the school;
 - Work in partnership with the school to assist the school in maintaining high standards of behaviour and inform the school of any circumstances that may affect the student's learning and behavior;
 - Ensure their child's regular attendance and good punctuality;
 - Ensure their child comes to school properly dressed and equipped.
 - Support the school systems of sanctions and rewards

2. IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB Learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.'

3. Philosophy:

DIS is committed to building and maintaining a school culture with students, staff and parents that supports the learning and well-being of all members of our community. Cooperation, support and respect are the foundations of our community and we work to provide an environment where all members feel safe and valued.

We promote open communication based on understanding and respect. At DIS we believe in the equality of all members and we believe that in order for our students to excel and realise their full potential we need to constantly work on developing and strengthening the partnership between home and school in all aspects of student development.

Objectives:

- To create a safe, ethical and responsible environment with guidelines that are understood by all
- To promote good conduct and behaviour
- To ensure, so far as is possible, that every student in the school is able to benefit from and make his/her full contribution to the life of the school
- To promote all attributes of the Learner Profile
- To promote responsible student action
- To promote the transdisciplinary skills
- To empower students to take responsibility for and to regulate their own behaviour
- To deal with behavioural issues that arise in a positive, constructivist manner
- To ensure that all our students have access to guidance and counselling throughout the whole school

4. Essential Agreements

Our philosophy guides our beliefs on behaviour and as such we expect all members of our community to strive to follow the essential agreements outlined below;

At DIS our community, consisting of students, staff and parents, believe that:

- Everyone has the right to feel safe
- Everyone has the right to be heard
- Everyone has the right to be respected

- Everyone has the right to make mistakes
- Everyone needs to take responsibility for their own actions

Student's Responsibilities

Students at DIS are expected to behave in accordance with the school's mission statement and philosophy, which supports the International Baccalaureate's (IB) mission statement.

All students are expected to:

- Treat all members of the community with respect
- Respect the school's essential agreements
- Be polite to each other, staff, parents and visitors
- Show respect for school property, equipment and other students' possessions
- Show an appreciation of and respect for other peoples' cultures and cultural values
- Make new students feel welcome
- Model the attributes of the Learner Profile
- Be respectful, patient and courteous of all learners, regardless of ability, in the classroom

5. Our philosophy for implementing restorative practices

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 critical in understanding our students and providing the best possible mentoring and support.

Students are responsible for their actions and their behaviour. At DIS we believe in using the principles of restorative practices to help us deal with behaviour issues and to solve problems.

The key idea behind restorative practices is to look at the behaviour, or mis-behaviour, and understand the reasons behind the actions. Once understood, we can determine who has been affected by this behaviour, how they have been affected and what we can do to restore or repair the damage that has been done.

When applied in a school setting, restorative practices leads to a change in behaviour over time. Students learn and understand that their actions have consequences and that they affect others.

6. 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 well-being and IB learner profile characteristics, 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 four 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;
 - i. name-calling, taunting, mocking, making offensive comments;
 - ii. emailing, chat-room insults;
 - iii. 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;
 - i. kicking, hitting, pushing and shoving, fighting, spitting;
 - ii. taking or damaging belongings, stealing from students' school bags or lunch boxes;
- Emotional;
 - i. neglecting, making someone uncomfortable;
 - ii. photographing, using or publishing photos without consent;
 - iii. gossiping, spreading hurtful and untruthful rumours;
 - iv. socially excluding people from groups e.g. not talking to them, excluding them from activities;
- Cyber;
 - i. can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content
 - ii. includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.
 - iii. can include sharing personal or private information about someone else causing embarrassment or humiliation

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;
- Promote the use of Tootoot to ensure that students are able to share any concerns they have in a safe space.

Students are expected to:

- Be positive, respectful and tolerant
- Report concerns, either their own, or on behalf of their peers. This can be done directly to an adult in school or via Tootoot
- Decline invitations to engage in bullying

Parents are expected to:

- Work alongside the school to educate our students to live our IB philosophy and learner profile
- Support the Whole School Behavior Policy and Discipline Review
- Let the school know of any concerns about their child's well-being in school