



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

Behaviour Policy 'The DIS Way' (Primary School)

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Our Guiding Principles

At DIS we aim to create a positive learning culture where everyone in the school community feels safe, confident, valued and protected. We promote a positive learning environment where everyone works together in a supportive way, enabling all students to reach their full potential emotionally, socially and intellectually. We encourage students to show integrity and make the right choices through staff teaching, modelling exemplary behaviour and by rewarding and praising students when they get it right. Students learn how to be responsible for their own behaviour and make the right choices (Learner Attribute- Principled).

Our high standards and expectations, of both staff and students, are defined in the following.

Roles and responsibilities

Student's Responsibilities:

- Treat all members of the community with respect
- 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
- Devices are used appropriately and safely, seeking permission from an adult, where appropriate
- 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

Class Teachers:

- Build positive relationships with all students by looking for opportunities to reward and celebrate learning. The use of the Learner Attributes to do this
- Know the needs of the students and level of support they are getting (if relevant).
- For students with a learning barrier, work closely with the inclusion team and ensure that the student passport from Provision Map is used
- Are responsible for behaviour of students in the classroom and outside lessons
- Ensure students are using their devices appropriately and safely, with regular reminders of e-safety on an on-going basis
- Ensure that house points are recorded on Go4Schools and are linked to Learner Attributes
- Report any challenging behaviour with the YGL which may escalate to the Inclusion department and record on ISAMS. Negative behaviour points are not to be issued
- Ensure parents are informed (called) of any behavioural issues that may arise.
- Respond to messages from parents within 24 hours, even if this means a holding message

Heads of Department:

- Set the high standards expected within the year group/department and ensure all staff know what is expected of them
- Support teachers in the year group/department to ensure excellent levels of behaviour and record through QA where necessary
- Intervene and support teachers where necessary

SLT:

- Reinforce expectations of behaviour across the school with teachers and students
- Support serious incidents by liaising with the AHTs.

Praise and Rewards

All staff should reward and praise students for their achievements both in the classroom and for their wider contribution to the DIS community. Praise and Rewards should outweigh sanctions as all staff build a culture to celebrate the success of our students.

Teachers should reference the IB learner attributes in their everyday teaching and these should be clearly embedded into lessons. This includes:

- Praising and recognising outstanding Learner Attributes displayed
- Celebrating students work
- Rewarding students with house points and recording on G4S, ensuring these are linked to the Learner Attributes
- Celebration days to showcase work; recognition in assemblies, parent newsletter, social media etc.

Moving around school

- Walking on the left
- Walking quietly and in an orderly manner
- Being respectful of others, such as holding doors open for others

We set high expectations for our students. We aim to reward and praise as much as possible. We want students to excel in a positive learning climate and therefore we must all model and reinforce positive behaviour, while challenging and responding to inappropriate behaviour.

This will only work if we are all responsible for student behaviour. Whatever the school rules are, enforce them relentlessly and with consistency.

Below are some important reminders for staff:

- Make lessons interesting!
- Build relationships at every opportunity
- Believe you can make a difference to all student behaviour
- Be calm – avoid shouting
- Take the action you promise – Don't use threats you can't follow through
- Plan/pre-empt for behaviour before it happens
- Acknowledge students demonstrating positive behaviour
- Reward positive behaviour – Remember to contact parents
- Deal with inappropriate behaviour as privately and discreetly as possible
- Focus on what the students should be doing
- Give students alternative options and choices
- Be assertive, not aggressive (non-confrontational)
- Enjoy what you are doing and show it!
- Take time to follow up with a student
- Remember to praise all students in and around school- not just your own class

Our philosophy for implementing restorative practices

Reasonable, Rational and Restorative Response

- 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 manner 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 pre-empt any challenging behavior that may arise and solve them positively.
- 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.
- Students learn and understand that their actions have consequences and that they affect others.

STAGE	TYPES OF BEHAVIOUR	INTERVENTION/CONSEQUENCES
1	Calling out Interrupting when the teacher is talking Ignoring minor instructions Making noises Minor challenges to authority Pushing in line Annoying other children Time wasting/ avoidance tactics Not keeping hands to themselves Distracting themselves and others	Catch child's eye Praise others around Catch them being good – praise Pre-empting the situation Reminder of expectations given to child Move child away from distraction/temptation giving a reason Talk to child– restorative conversations Speaking to child individually Give 'fiddlers' something to hold On 2 nd reminder name to be added to the board, with the aim to be removed by the end of the lesson If repeated twice in one lesson and name was not removed from the board- move to stage 2
2	(Any of the below repeated with the same day) Calling out Interrupting when the teacher is talking Ignoring minor instructions Making noises Minor challenges to authority Pushing in line Annoying other children Time wasting/ avoidance tactics Not keeping hands to themselves Distracting themselves and others	YGL/HoD to meet child again and set expectations. Class/Specialist teacher to call home to parents-record on ISAMs Conversation with the YGL/HoD- providing opportunities for the child to reflect and discuss strategies on how to overcome the behaviour/challenges
3	Repeats of stage 2 (2 warnings) Persistent disruptive behaviour Deliberately creating a disturbance Leaving class without permission General refusal to do anything Offensive language Continual talking back to adults	AHT to talk to child YGL/CT to meet with parents Give choice/ expectation with timescale or complete task in break Time out (maintain visual contact) Lose up to 5mins break – escalating to 10 mins max Conversation may be had between inclusion, wellbeing councillor and class/specialist teachers to discuss specific strategies for a child
4	Direct use of swearing to an individual Serious challenge to authority Harming someone Bullying – physical and emotional Deliberately damaging school/pupil's property Repeated refusal to do tasks Harmful, offensive name calling Continuing to leave the class without permission Fighting and intentional physical harm to others Continued rudeness/swearing Malicious allegations against staff	Parent meeting with CT and AHT Involve parents in behaviour plan with Inclusion Dept Playtime and/or lunchtime exclusion with AHT Put behaviour plan in place with the support of the Inclusion Dept