



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Behaviour Policy

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Principal/ Heads of School	
Date of review	October 2023
Date of next review	September 2024

'Feeling Good, Doing Good'

People who have high levels of emotional, behavioural and social wellbeing live happy, purposeful and productive lives. In order for our students to *'Enjoy, Aspire, Achieve'* we must plan strategically and operationally to ensure that students' well-being needs are met. This core belief has been explored by stakeholders from across the DBS-EH school community and is captured by the phrase 'Feeling Good, Doing Good'.

Our Moral, Social and Cultural Curriculum and Positive Education Enhanced Curriculum (PEEC) have specific focuses that encourage a positive wellbeing and teach emotional regulation strategies to help children communicate and regulate their feelings.

This Behaviour Policy aims to support students in making positive behaviour choices in order to support the 'Feeling Good, Doing Good' mission, that will benefit them both within and beyond their school experience.



This policy provides:

- rationale and theory behind our positive behaviour policy approach
- a summary of the roles and responsibilities of different people in the school community
- strategies that we use in school to support positive behaviour
- descriptors for how students are expected to behave
- a description of our system of celebrations and consequences

Roles and Responsibilities

The Principal is responsible for:

- Reviewing this behaviour policy with Heads of School and Senior Leadership
- Ensuring the school environment encourages positive behaviour for wellbeing and learning
- Monitoring and supporting staff to implement this policy, ensuring celebrations and consequences are applied consistently.

All Staff are expected to:

- Demonstrate emotional intelligence at all times
- Foster and promoting positive relationships
- Role model positive behaviour
- Implement the behaviour policy consistently
- Provide a personalised approach to the specific behavioural needs of students (where necessary)
- Record and celebrating positive behaviours
- Follow the consequence ladder when necessary
- Use restorative scripts and strategies when needed

Parents are expected to:

- Support and uphold school values
- Support their child in adhering to this policy
- Inform school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's class teacher
- Adhere to the KHDA parent school contract

Students are expected to:

- Adhere to our 3 school rules – Be Kind, Be Safe and to Be A Good Listener
- Show respect to all members of our school community
- Listen to and follow instructions from all adults around school
- Care for others and their own belongings
- Put their best efforts into their learning

Key note:

The policy has recently undergone significant changes in FS & Primary phases of the school. Whilst the rationale and principles underlying the policy remain consistent through the school, the practice differs. A similar review will take place in the secondary school AY 2023-24 to bring further alignment of the school phases together.

This policy therefore appears in two different parts, indicated by the header: FS & Primary Behaviour Policy, and Secondary Behaviour Policy.

Primary Behaviour Policy

Guided by relational approaches and restorative practice

Trauma-informed and Attachment aware

Relational Behaviour Approach

“A positive relationship begins with I noticed you at your best...”

Paul Dix

Positive relationships are instrumental in children’s development, shaping their emotional well-being, social skills, and cognitive growth. These connections, whether with parents, caregivers, teachers or peers, provide a nurturing and secure environment for children to thrive. They foster emotional resilience, social competence, and self-esteem, while also playing a critical role in the formation of a child’s identity and attachment. Positive relationships equip children with the tools they need to navigate the challenges of life, fostering resilience and long-term well-being. In essence, the quality of these relationships is foundational in determining a child’s path towards a healthy and successful future.

Relational behavior refers to the attitudes, actions, and communication styles that influence relationships and interactions with others. Relational behavior plays a crucial role in building and maintaining healthy positive and meaningful connections. At DBS EH we believe positive relationships are fundamental to well-being and positive behaviour for learning.

At DBS EH we focus on the 8 Rs regarding fostering positive Relational Behaviour:

- **Relationships** – connections and interactions with others.
- **Routines** – clear and visual routines for children to follow.
- **Recognition** – opportunities to celebrate children in school.
- **Responsibility** – expectation to follow the 3 school rules.
- **Resilience** – resilience strategies to support wellbeing.
- **Regulation** – strategies to support emotional regulation (co and self).
- **Reason** – seeking to understand behaviours as a communication.
- **Restorative** – opportunities to reflect on behaviour and implement considered next steps.
- **Reattachment** – building trust and connections after restorative conversations.

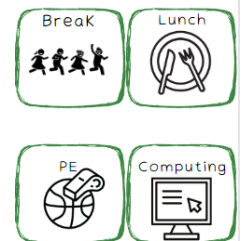
Strategies for developing Positive Relationships and Behaviour



Positive Public Praise: all adults deliberately and routinely acknowledge children for effort, making children feel important and that they belong. Visible, audible praise creates a safer learning environment where children feel connected to their peers, motivated to learn and take risks in their learning whilst also encouraging a culture of respect.

Private Praise: whilst public praise is typically the default, private praise can also have a high impact in building relationships and we use Proud Notes and quiet conversations with children to celebrate successes too. This allows opportunities for personalised feedback, which in turn raises self esteem and strengthens relationships.

Visual Routines: are accessible in all primary classrooms to support children with routines. They allow children to understand and anticipate what comes next, encourage independence in organising resources needed for that day and support emotional regulation when there are changes in routine. This in turn helps to ease anxiety and enhances the ability for children to focus and engage in learning activities.



Calm Corners: all classrooms in the primary school have a designated calm space for the children to access independently to practice self-regulation strategies. The calm corners are a safe space in the room with soft furnishings, story books and resources that encourage emotional regulation and calmness. They promote a positive, supportive learning environment that fosters well-being. Timers can be used to support older children with managing their time effectively.

Clear and Consistent Expectations: as a school we have 3 school rules that all children are aware of. This simplifies expectations for students, enhances safety and fosters a harmonious learning environment. All adults in school are positive role models of our school rules and tackle behaviour and certain behavioural responses in a consistent manner using restorative approaches and referring to the consequence ladder when needed. At DBS EH all children in KS2 have also signed the BYOD Agreement (insert link) which outlines expectations for use of devices and have created their own acceptable use policies in each class.



Proud Boxes: all children at DBS EH have a designated space in the classroom where they can share something that they are proud of. This is an opportunity for student voice and to showcase accomplishments and efforts, providing a sense of pride and validation that can significantly boost self-confidence and belief in their abilities.

Emotional Regulation Strategies: through our comprehensive Positive Education curriculum the children learn a variety of emotional regulation strategies to help support their wellbeing. In early development, children start to use strategies to show they are upset. For example, they cover their eyes when they're scared and plug their ears when they hear a loud noise. However, it's not until later development that

children begin to independently use more complex strategies for emotional self-regulation. As children's emotional development progresses at different stages it is essential to personalise strategies and resources to ensure they are (emotional) age appropriate.

Positive Language Choices: are vital in creating a nurturing and encouraging atmosphere where children feel respected, motivated and empowered ultimately enhancing their learning experiences and overall wellbeing. At DBS EH we always encourage and model active constructive responses, responding in a positive way when someone shares good news. Responding in an enthusiastic, authentic manner boosts wellbeing and creates a supportive culture within the classroom. Examples are highlighted in the table below.

Negative Language	Positive Language
Stop crying.	It's ok to cry.
Look at what you've done.	How can we fix this?
Do you have any questions?	What questions do you have?
It's not hard.	I know you can do it!
You need to listen.	I want to help you.
We don't talk like that.	Please use kind words.
Calm down.	Breathe. I'm here to help

Negative Language	Positive Language
Please be quiet.	Can we try using a softer voice?
What a mess!	Looks like you had fun. How could we clean this up?
You need to...	Let's try this together!
Do you need help?	I'm here for you if you need me.
Let me do it for you!	I believe you can do it. Have a try!
I explained how to do this yesterday.	Maybe I can show you a different way.
Do I need to separate you two?	Do you need a break?

Celebrations: achievement for all is central to the ethos of Dubai British School Emirate Hills. At DBS EH we believe that positive praise from a respected adult can have a higher impact than reward points. This is why our emphasis is always on positive praise in the first instance.

“I got 3 smiley faces what do I get?”

“You got it already. You got my attention 3 times. I noticed you being the best version of you.”

We celebrate effort, progress, achievement, success and positive contributions through:

- Positive and Private Praise – verbal and written
- Proud boxes in classrooms
- House Points
- Star of the Week
- Certificates (AR/TTRS/Housepoints/House events)
- Personal target boards (TTRS heat map and AR target dashboard)
- Sharing successes in assemblies
- Share My Learning

House Point System:

The House Point system celebrates effort, progress, achievement, contribution and success within the primary phase, beginning in Year 1. All staff members at school can award house points to any child. The house system promotes responsibility and a team/ community ethos, it is effective in reinforcing positive attitudes and good citizenship.

Each child is assigned to a house on entry to the school:

- Al-Imarat Vipers (Red)
- Al-Khalij Wildcats (Yellow)
- Al-Maghreb Falcons (Blue)
- Al-Sham Scorpions (Green)

Throughout the year the children are celebrated for reaching house points milestones and receive a certificate and recognition in assembly.

- Bronze Award – 100 house points
- Silver Award – 200 house points
- Gold Award – 300 house points
- Platinum Award – 400 house points
- Headteacher Award – 500 house points (also awarded a badge)
- Principal Award – 600 house points (also awarded a badge)

As part of our House Point System children can earn a bronze, silver or gold ticket for different criteria, outlined in the

table below:

Bronze	Silver	Gold
<ul style="list-style-type: none"> Kindness within class Showing resilience Super home learning Unique classwork Improvement in learning/skills (eg handwriting, spelling, TTRS) Achieving a specific target 	<ul style="list-style-type: none"> Kindness around school Overcoming fear Improvement in attitude ECA achievements Being courageous with learning Child initiated project 	<ul style="list-style-type: none"> Kindness within the community Representing DBS (competitions) High Quality piece of work (dependent on child's ability) Showing own initiative to support DBS Values

Students who receive a Golden Ticket are celebrated in whole-school assembly each week. Every week the winning house for that week is shared via the whole-school assembly.

Every half term the overall winner for the half term is shared in the final whole-school assembly and the relevant ribbon colour is put on the trophy and displayed in the Foyer.

To ensure consistency, the below table outlines who can award various house points:-

Class Teachers, Specialist Teachers and Learning Assistants	1 – 2 House Points
Year Leaders, Heads of Department	5 House Points (Bronze Award)
Assistant Headteachers	10 House Points (Silver Award)
Deputy Headteacher	25 House Points (Golden Ticket)
Primary Headteacher	25 House Points (Golden Ticket)

Recording House Points

Any awarded house points are recorded into Class Charts, an online application, which will assign the house point to the individual child. This can be viewed both in school via the teacher login and at home via the parent app, so that parents have the opportunity to reinforce and celebrate positive actions at home.

Stickers

In addition to house points, teachers may utilise stickers as a physical reinforcement of positive recognition. These are specific stickers for each 6C however teachers may use additional stickers for effort.

Star of the Week

Star of the Week certificates are awarded in the weekly whole school assemblies. In Lower Primary Class Teachers nominate children who they feel should be rewarded for effort and achievement across all areas of school life and are consistent with the 6C values. In Upper Primary the children in each class nominate someone in their class for Star of the Week giving reasons for their choices. These reasons are displayed on the Star of the Week certificate.

Recognition of Achievement in School Publications, the Local Press and Social Media

Some school activities and successes are reported in the local press, in school publications and across our social media platforms. These achievements are also recognised in whole school assemblies.

The 6Cs



The 6Cs act as a learner profile and are the key learning behaviours expected from all of our students. They are taught explicitly and underpin the school's reward and celebration system. They are:

- Caring
- Collaborator
- Communicator
- Courageous
- Creative
- Critical Thinker

The 6Cs are embedded using several strategies:

- Teachers refer to the 6Cs during lessons to explain which skill students will need to use to complete a given task, displaying the relevant graphic on their slides where possible
- 6Cs are referred to on displays in the learning environment to exemplify how they have been applied to learning situations
- 6C stickers are used in books to celebrate children's excellent application of them in their learning
- House points are awarded where children are seen displaying the 6Cs (see section below for more information on house points)
- Awards assemblies at the end of the academic year provide exceptional examples of students who have gone above and beyond with regards to an individual skill, and aim to serve as an inspiration to the rest of the student population

Each of the 6Cs may be exhibited differently based on the age and stage of the child. Therefore, the below matrix has been developed to guide students, teachers and parents in understanding the school's expectations.

Foundation Stage	
Cooperative	<ul style="list-style-type: none"> • Is involved and concentrates • Is beginning to understand how to work with others • Is fair and kind and listens to others
Critical Thinkers	<ul style="list-style-type: none"> • Reflect on what they have done and think of ways to improve • Use what they already know to learn new things • Choose ways to do things and find new ways
Communicators	<ul style="list-style-type: none"> • Listen to others and take turns in conversation • Express ideas clearly • Share ideas and beliefs
Creative	<ul style="list-style-type: none"> • Has their own ideas • Learns from their mistakes • Finds out and explores
Caring	<ul style="list-style-type: none"> • Enjoys and achieves what they have set out to do • See the good things they and others have done • Gets along with others and helps their friends when they are in need
Courageous	<ul style="list-style-type: none"> • Is willing to have a go and keeps on trying • Can think of their own ideas • Is able to make decisions

Year 1 & 2	
Cooperative	<ul style="list-style-type: none"> • Takes turns • Can work successfully with another • Listens carefully and respects others
Critical Thinkers	<ul style="list-style-type: none"> • Comment appropriately on their friend's work • Are inquisitive and use initiative to find the answer • Beginning to work things out independently
Communicators	<ul style="list-style-type: none"> • Listen to others and respond appropriately • Express thoughts, opinions and ideas clearly • Present information in small groups
Creative	<ul style="list-style-type: none"> • Is open to others' ideas • Shows initiative and thinks beyond the given instructions • Goes the extra mile and puts in greater effort
Caring	<ul style="list-style-type: none"> • Shares • Uses positive words • Helps around the classroom taking pride in their environment
Courageous	<ul style="list-style-type: none"> • Is not afraid to fail or make a mistake • Attempts new learning independently • Sticks to their own ideas even if in the minority

Year 3 & 4	
Cooperative	<ul style="list-style-type: none"> • Can work successfully in a group • Listens carefully and responds accordingly • Listens and accepts the contributions and opinions of others
Critical Thinkers	<ul style="list-style-type: none"> • Assess their own and others work • Look for solutions to both academic and social dilemmas independently • Apply skills learnt to new situations and seeks links between things
Communicators	<ul style="list-style-type: none"> • Share their knowledge and ideas with others in a clear and concise way • Are able to express their opinions and justify • Can make clear and informed explanations
Creative	<ul style="list-style-type: none"> • Problem solves • Produces original work that they take pride in • Takes responsibility and initiative for their learning
Caring	<ul style="list-style-type: none"> • Takes pride in their work • Cares for their belongings and those of others • Encourages and supports their peers
Courageous	<ul style="list-style-type: none"> • Willing to take risks and follow ideas through • Begins to take a creative approach when solving a problem • Willing to take on new challenges

Year 5 & 6	
Cooperative	<ul style="list-style-type: none"> • Can listen, contribute, and take on various roles as necessary • Listens and debates • Value and respect the belief, opinions, and contributions of others
Critical Thinkers	<ul style="list-style-type: none"> • Make links between different knowledge bases to find solutions to problems • Use analytical language to suggest improvements to their own and others work • Use existing knowledge to question concepts and others' ideas
Communicators	<ul style="list-style-type: none"> • Are eloquent • Are aware of their audience and can publicly share knowledge • Consider, empathise and gather others' ideas, views, beliefs, and opinions and use these to inform their view.
Creative	<ul style="list-style-type: none"> • Is unique in their approach • Pioneers new thinking • Is independent and takes pride in their achievements.
Caring	<ul style="list-style-type: none"> • Feels and exhibits concern and empathy for others • Is resilient in their approach to learning and is ambitious to succeed. • Is an ambassador for their school
Courageous	<ul style="list-style-type: none"> • Aspires to extend their own learning • Stands up for their own and others' values, beliefs and opinions • Confidently places themselves out of their comfort zone to experience new learning.

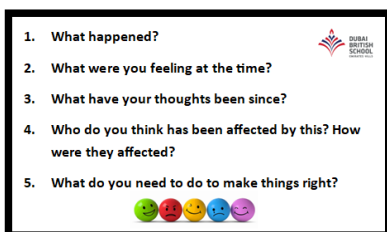
Consequences

There are times when children may demonstrate negative behaviour or responses. As a school, we always seek to understand the behaviour as a form of communication. To support the children, we give the below reminders to help them to regulate and reflect.

1. Reminder
2. Warning Non-Verbal/Verbal (after 1 minute)
3. Last Chance (after 2 minutes)
4. Reflection Time (Calm corner/Buddy class)
5. Restorative Conversation

It is essential that restorative conversations are done privately in order to shield children from shame. These conversations provide a structured and empathetic approach to resolving conflicts and repairing relationships, ultimately fostering a more positive and inclusive environment. Restorative conversations and scripts encourage children to reflect on their actions and consider the impact it has on others. By engaging in an open dialogue, children are given an opportunity to take responsibility for their actions and have support with next steps moving forward.

All adults in the primary school carry this script in their lanyards to support restorative conversations, ensuring consistency in the language that we use with the children.



Whilst adults will consistently lead with a restorative conversation, staff at DBS EH will also make reference to the Primary Consequence Ladder. This is a detailed document that outlines necessary consequences for each behaviour and has different levels at which members of the Leadership Team will offer support and interventions.

Secondary Behaviour Policy

Pupil standards and expectations

At Dubai British School Emirates Hills, we believe our standards of behavior should be underpinned by the basic principles of honesty, respect, consideration and responsibility. We expect our students to behave appropriately at all times within school and the wider community. Staff should aim to recognise, praise and reinforce positive traits of behaviour rather than focus on negatives or previous failings.

Our standards of behaviour will;

- Promote a safe and well-ordered learning environment
- Allow pupils to develop self-esteem, feeling safe within the learning environment created
- Develop mutual respect between pupils and teachers
- Be consistent across all faculties and Year Groups
- Allow all students to fulfil their academic potential

Student expectations:

Rights:

- To be valued and treated with respect
- To be treated equally
- To be safe
- To achieve

Responsibilities:

- To respect the view of others
- To respect the property of others and the school
- To support each other
- To help each other achieve
- To ensure your actions do not hurt others physically or emotionally
- To represent DBSEH inside and outside of school

Expectations while at school:

- Respect and uphold the values of DBS EH
- Attend school regularly and be punctual to school and lessons
- Maintain a positive attitude to learning
- Behave in an orderly and controlled way
- Respect members of staff and each other
- Understand that each member of our community has a responsibility to ensure a positive learning environment
- Take pride in your appearance and wear the DBS EH uniform correctly
- Understand that cleanliness and tidiness of the school site is the responsibility of all that use it

In the wider community:

- Respect the values and diversity of the community
- Remain lawful and law abiding
- Respect others while using social media and other devices
- Uphold the values and positive reputation of DBS EH at all times at DBS Emirates Hills

Staff:

Staff are responsible for:

- Modelling positive behaviour
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of students
- Maintaining up to date records of behaviour
- The senior leadership team will support staff in responding to behaviour incidents.

Parents:

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor or head of year promptly
- Discuss any subject concerns with the subject teacher first

Definitions:**Misbehavior is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Continued low level disruption
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Copying of work / plagiarism

Serious misbehavior is defined as:

- Persistent breaches of the school rules
- Any form of bullying
- Physical abuse, which is any unwanted physical touch
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, or discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to:
 - Knives or weapons / sharp items
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile phones, BYOD, Uniform

Mobile Phones:

DBS EH has a no mobile phone policy. Mobile phones should be switched off/on silent and in pupils' bags if they are brought to school. Pupils are not permitted to use their mobile phones during the school day - they may use their phones at the end of the day when exiting the building. If pupils are seen with their phones they will be confiscated and given to the pupils' HOY to be collected at the end of the school day. If a student needs to contact their parents they should do so via reception. If parents need to contact their child urgently during school hours, they should contact reception. DBS EH accepts no responsibility for any loss or damage to phones whilst they are on school premises.

Laptops:

DBS EH is a BYOD to school. All pupils are expected to bring their laptop with them daily. It should be fully charged, and it is the responsibility of pupils to look after the care of their laptops. Laptop chargers should also be brought to school if the battery life of the laptop is low/short. If a pupil is unable to bring their laptop to school parents should email their child's form tutor ASAP to let the know and a time frame for the laptop being fixed. Being a BYOD school supports our no mobile phone policy. If students need to access the internet, take photos or make films etc. they are to use their laptops.

Uniform:

DBS EH has a strong community ethos, our appearance and uniform reflects this and our pride in belonging to the school community. All students are expected to wear the correct uniform each day. If there is a problem parents should email their child's tutor ASAP. When students have PE they may attend school in their PE kit, it is expected they will change into their full uniform after their lesson, this is for hygiene reasons. If pupils have a sporting ECA on that day they are still expected to change into school uniform after their lesson. Sports kit for ECA should be brought in addition.

Monitoring Behaviour

Recording Behaviour:

Our policy should help students take responsibility for their behaviour so they can learn, improve and develop as individuals. To help staff and pupils understand the pathway for communication, a tiered chart has been created and is present in all classrooms.

- All positive/negative behaviours, minor or major are entered onto ClassCharts. All positive/negative, minor or major HOYs will be able to analyse daily and weekly to acknowledge achievements and to pick up any concerns that may arise. Where needed the HOY or Form Tutor will contact parents. If there is an issue in a particular subject HOYs will inform HOFs. HOFs will then investigate and deal with issue.
- In cases where a pupil's behaviour is deemed unacceptable, a behaviour log will be entered onto ClassCharts as per guidance from our Behaviour for Learning Chart.

Tutor / HOF monitoring – Stage 1 report – tutor, Stage 2 report -HOY, Stage 3 report DHT

- If pupils are receiving L1's that have triggered a detention and the pattern has continued, or their A2L scores have decreased, tutors can place them on a stage 1 report (tutor report). This will be actioned by the HOY before a report is issued. In some cases, if there is a problem in a particular subject, HOFs will be informed, and a subject report may be issued. The tutor or the HOF must contact the pupil's parents to inform them why they have been placed on report. Pupils will be issued a daily report that they will present to each teacher to be completed. At the end of the day / the next morning pupils must show their report to their tutor or HOF to review the day. Report cards must also be signed by their parents. At the end of week one, the tutor or HOF can decide if a second monitoring week is needed. This will be communicated with the pupil's parents and the HOY. If issues persist after a two-week period, the pupil will be referred to the HOY and parents will be asked for a meeting. Where persistent low-level disruption is happening in only some subjects, HOF will be asked to facilitate detentions where needed.
- If pupils are receiving L1's that have triggered a detention and the pattern has continued, or their A2L scores have decreased, tutors can place them on a stage 1 report (tutor report). This will be actioned by the HOY before a report is issued. In some cases, if there is a problem in a particular subject, HOFs will be informed, and a subject report may be issued. The tutor or the HOF must contact the pupil's parents to inform them why they have been placed on report. Pupils will be issued a daily report that they will present to each teacher to be completed. At the end of the day / the next morning pupils must show their report to their tutor or HOF to review the day. Report cards must also be signed by their parents. At the end of week one, the tutor or HOF can decide if a second monitoring week is needed. This will be communicated with the pupil's parents and the HOY. If issues persist after a two-week period, the pupil will be referred to the HOY and parents will be asked for a meeting. Where persistent low-level disruption is happening in only some subjects, HOF will be asked to facilitate detentions where needed.

HOY monitoring:

- HOYs will have oversight of all monitoring for their year group. HOYs will use the behaviour logs generated to monitor pupils and use the appropriate rewards and sanctions where needed. HOYs will liaise with tutors and HOFs if pupils are to be placed on a stage 1 report (tutor report).
- HOY stage 2 reports and a parental meeting will be used if issues are unresolved or no significant improvement has been made after stage 1. HOYs will contact parents if pupils are moved to stage 2. HOYs will devise an action plan with pupils and review it accordingly. If after a two-week period, there is no improvement pupils will be referred to the AHT and placed on stage 3 report.

Roles in monitoring behaviour:

- **All staff** – Will help to promote and build a Positive Education environment. All are responsible in recording all behaviour both positive and negative on ClassCharts. It is individual staff's responsibility to manage minor incidents themselves and report them if necessary.
- **Subject teachers** – Positive Education is built on praise and support. It is subject teacher's responsibility to promote a positive learning environment and to address behaviour concerns in their classroom. Teachers should record behaviour both positive and negative on ClassCharts. If poor behaviour persists, subject teachers should pass concerns onto their HOF.
- **HOFs** – Heads of Faculty are responsible for dealing with pupils who are persistently causing disruption in lessons in their department, e.g. disruption, not meeting deadlines or not bringing the correct equipment for lessons. The HOF should contact home and liaise with the subject teacher as well as logging details onto ClassCharts. HOYs may also refer pupils to HOFs from their weekly analysis if needed. They will help promote a Positive Education environment built on praise and support.
- **Tutors** – Tutors are responsible for monitoring tutees behaviour, A2L, punctuality and attendance. HOYs will share behaviour analysis / records weekly or more regularly, if necessary, with their tutor team. Tutors are responsible for discussing positive and negative behaviours with their tutees. Tutors can request pupils to be placed on report if they have valid concerns. Tutors will be in regular contact with parents. They will help promote a Positive Education environment built on praise and support.
- **HOYs**- HOYs are responsible for monitoring their year groups behaviour, A2L, punctuality, attendance and wellbeing. HOYs will share behaviour analysis / records weekly or more regularly, if necessary, with their tutor team. HOYs are responsible for celebrating pupil success and addressing negative behaviour and attitudes. HOYs are responsible for updating those concerned on the behaviour of pupils. HOYs will be involved in the report stage processes. HOYs will be responsible for dealing with major incidents that occur in their year group. They will help promote a Positive Education environment built on praise and support.
- **DHT** - The DHT has overall responsibility for the running of the pastoral teams. They will monitor and work closely with the HOYs on the behavioural system. They will deal with major incidents including safeguarding. They will ensure the systems in place for the stage reports are followed. They will contact and meet pupils, staff and parents if there are continued behavioral issues. They will help promote a Positive Education environment built on praise and support.

Rewards and sanctions

Staff are encouraged to help promote a Positive Education environment built on praise and support. Staff are encouraged to praise pupils who consistently uphold the values of DBS EH, make significant improvements in performance, attitude to learning, or resilience. Contribute to school life and the wider community, who go above and beyond to help those around them. Some methods of praise may include the examples below but is not restricted to only these.

- Immediate Praise
- Merit marks
- Letters or phone calls home to parents
- Commendations
- Special responsibilities/privileges
- Student shout outs
- Termly and annual attainment award

- Termly and annual progress award
- Termly and annual Spirit of DBS EH award
- Termly and annual house awards

Reward	Reason Why	6C's
Merits	Using the 6C's Standard of work Attitude to learning Practical engagement and performance	 
Commendations	6C's Going above and beyond Achieved something extraordinary Subject commendation, Year group commendations	 
Termly Assembly Awards	6C's Progress Commitment Attendance Attitude to Learning Subject Awards Head of Year / Tutor Awards	 
House Points	6C's Participation Helping with <u>organisation</u> House spirit / ethos	

Behaviour for Learning Wall Chart



**DBS BFL Chart
2023/2024**

Level	Inappropriate Actions		Possible Outcomes
Level 1	Late to lesson Incorrect uniform Failure to follow instructions Lack of equipment/laptop Out of bounds	Using <u>mobile phone</u> or <u>airpods</u> in school Lack of work in lesson Chewing gum / eating in class Missed deadline / incomplete homework	Discussion with teacher Level 1 recorded on <u>Classcharts</u>
Level 2	3 level 1s in a week 3 lates in a half term Repeated Failure to follow instructions Anti-social behaviour / rudeness / lack of respect	Inappropriate use of toilets Dishonesty Inappropriate language	Tuesday lunchtime detention reflection (107) Contact with parents
Level 3	6 level 1s in a half term 6 lates in a half term Not turning up for Level 2 reflection KS3 academic dishonesty	Missed BTEC deadline Missed coursework deadline Repeated defiance Serious Misuse of Electronics	Wednesday after school detention reflection (204) Parental meeting HOF/Tutor/HOY report
Level 4	9 level 1s in a half term (+each 3 extra) 9 lates in a half term (+each 3 extra) GCSE / A Level / BTEC academic dishonesty (BTEC dealt with in line with exam board regulations)	Bullying or intimidating behaviour Truancy from lesson or school Failure to adhere to Level 3 outcomes Breach of any UAE regulation (including privacy and social media regulations)	Parental meeting AHT/DHT report Thursday after school or Saturday in school detention reflection (103) Formal Warning Letter Internal or external suspension
Level 5*	Any discriminatory <u>behaviour</u> including based on race, sex or disability Serious or repeated bullying / intimidating behaviour	Possession or use of a prohibited or illegal item or substance (including vapes) Possession or sharing of inappropriate material Persistent bullying or intimidation	Parental meeting <u>Formal Warning Letter</u> <u>External suspension</u> Permanent exclusion

* Subject to SLT review

Managing behaviour in the classroom is the responsibility of the member of staff in charge in the first instance. Behaviour Levels exist on a scale of 1-5, increasing in seriousness. Students are to be told if a Level is given and this is recorded on ClassCharts.

A range of outcomes are given as a consequence to Levels in the Behaviour for Learning Chart. Details of which can be found below.

- **Reflective Detention:** Teachers entering pupils into afterschool detention at next available date. ClassCharts will generate the report and a letter home detailing the reason.
- **Contact home:** Head of Year contacts home giving parents details of incident/infringement. This may be a phone call or e-mail.
- **Parental meeting:** Parents are invited in for a meeting to discuss single or repeated incidents. Head of Year must outline expected outcome following meeting.
- **Stage 1 - Tutor Report:** When behaviour issues have arisen and have not changed after initial conversations students can be placed on tutor report. Parents will be contacted.
- **Stage 1 - Head of Faculty Report:** When behaviour issues have arisen in a subject area only and have not changed after initial conversations with students.
- **Stage 2 - Head of Year Report:** When behaviour does not improve the student will be placed on a lesson-by-lesson report with agreed focus' for the student. Parents will be contacted and may be invited in for a meeting.
- **Stage 3 - Assistant Head Teacher Report:** When there are continued behavioral issue that have not improved pupils will be placed on an Assistant Head Teacher report. Parents will be invited in for a meeting.
- **Internal Suspension:** This sanction is used to avoid external suspension/exclusion from school. The amount of days decided upon in consultation with SLT. The student will work independently from their year group, with work provided by subject teachers.

- **External Suspension:** This sanction will be used in extreme cases and will follow current procedure. Where an incident is deemed suitably bad, a period of time away from school will be communicated to parents. This may be from 1 – 4 days (in accordance with KHDA recommendation).
- **Permanent exclusion:** . Where a student has committed a serious offence which leaves no alternative they will be asked to leave the school. This will be agreed with and communicated by the school Principal.

Procedure for minor incidents:

Eg failing to meet deadlines, poor behaviour or attitude, lateness

Incident happens	
1 st verbal warning from teacher	
2 nd verbal warning – specific to pupil and explaining consequences of continued behaviour	
Level 1,2 or 3 entered onto ClassCharts	
Continued issues – more than 3 Level 1's or more entered onto ClassCharts in a week	
<p>Academic issue: HOFs HOF detention, contact home, record communication on ClassCharts.</p>	<p>Pastoral issue: HOY's / Tutor Detention, contact home, record communication on ClassCharts. Can be placed on stage 1 tutor report.</p>
<p>Academic issue: HOFs If issues continue that are subject specific pupil placed on HOF report, contact parents to discuss/arrange meeting. Communication recorded on ClassCharts.</p>	<p>Pastoral issue: HOY's If issues continue pupil placed on appropriate stage 1 or 2 report, contact parents to discuss/arrange meeting. Communication recorded on ClassCharts.</p>
<p>Academic issue: HOFs If issues continue that are subject specific pupil placed on stage 2 HOY report, contact parents to discuss/arrange meeting. Communication recorded on ClassCharts.</p>	<p>Pastoral issue: HOY's If issues continue pupil placed on stage 2 or 3 report, contact parents to discuss/arrange meeting. Communication recorded on ClassCharts. If on stage 3 report to AHT parental meeting to be arranged.</p>
SLT further action if required, assessed on case-by-case basis	

Procedure for major incidents:

Eg fighting, bullying, serious damage to school property, smoking/vaping onsite

Incident happens	
<p>Academic / Subject specific HOF to be informed ASAP</p> <p>Staff member to get students involved, including witnesses to write statement. Do Not Ask Any Leading Questions Incident recorded onto ClassCharts</p>	<p>Pastoral incident HOY to be informed ASAP</p> <p>HOY to get students involved, including witnesses to write statement. Do Not Ask Any Leading Questions Incident recorded onto ClassCharts</p>
<p>If a safeguarding issue the Designated Safeguard Lead should be informed ASAP. The DSL Office to further investigate. Details to be entered on CPOMS. AHT to be informed and updated.</p>	
<p>HOY / HOF to meet with pupil and parents and agree on a plan of action to move forward and reintegrate student into lessons. Tutor to be informed to help monitor situation.</p>	
<p>HOY / HOF one week after incident to have a follow up review meeting. Contact with parents. ClassCharts updated.</p>	

Reading List:

This Behaviour Policy has been created in collaboration with the following literature.

- Paul Dix, 'When the Adults Change Everything Changes'
- Paul Dix, 'After the Adults Change Achievable Behaviour Nirvana'
- Paul Dix, 'When the Parents Change Everything Changes'
- Louise Michelle Bomber, 'Know Me to Teach Me'
- Dr Karen Treisman, 'A Treasure Box for Creating Trauma Informed Organisations'
- Dr Nicholas Kardaras, 'Glow Kids'

<https://beaconhouse.org.uk/resources/>