

POL/AC005A NLCS Dubai Behaviour Policy – Junior School

<b>Policy Title:</b>	NLCS Dubai Behaviour Policy – Junior School
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<b>Written By:</b>	Head of Junior School, Deputy Head of Junior School, Head of Lower School, Head of First School, Head of Early Years
<b>Approved By:</b>	Senior Team

## Policy Statement

Our School is committed to safeguarding and promoting the welfare of students and young people. The School expects all teaching staff, non-teaching staff and volunteers to share and uphold this commitment. If a student cannot feel safe, they cannot learn to their full potential.

NLCS Dubai is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour Policy is a means of promoting positive relationships so that everyone feels happy, safe and secure. This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way.

As all students are individuals, we do not follow a 'one size fits all' behaviour system but proactively seek to support students in a personalised and suitable manner.

There is a staged system to help support staff, and make sure that students are constantly tracked and monitored so they do not slip through the net.

The Head of Junior School is responsible for behaviour management in the Junior School (including the Early Years) supported by the Junior Team. The Vice Principal (Pastoral Care) is responsible for behaviour management in the Senior School.

This policy should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Code of Conduct for Staff and Students
- Safer Use of Technology Policy
- Smoking, Alcohol and Drugs Policy
- Policy on Stealing
- Classroom Conventions
- Reasonable Force (to be written)

The policy is based on the principles of UK and UAE best practice and the KHDA of Dubai.

## Aims

1. To create a culture of exceptionally good behaviour ensuring that this is a minimum expectation for all.
2. To foster positive relationships between staff and students, and between the students themselves by establishing and maintaining an atmosphere of mutual respect.
3. To help students take ownership over their behaviour and be responsible for the consequences of it.

4. To build a community which values care, courtesy and consideration.
5. To establish a clearly defined hierarchy of responses to behaviour which falls below expectations.
6. To ensure behaviour is managed in a restorative and reflective way with an appropriate use of recognition and consequences.
7. To make suitable adjustments to support the behavioural needs of Students of Determination.

## Scope

Although this policy covers behaviour within the school building and grounds, it is important to note that the Governing Body and the Principal intend that the school rules and sanctions shall also, to an extent which is reasonable, be capable of regulating the conduct of students when they are away from School premises and outside the jurisdiction of the school. This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the school community, or a member of the public, or which brings the school into disrepute.

## Implementation

### Expectations

#### All staff

Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.

Staff are expected to uphold the policy by:

1. Model positive behaviours and build relationships.
2. Meet and greet students every day and know everyone as an individual.
3. Refer to 'Ready, Respectful, Safe'.
4. Recognise good behaviour and conduct.
5. Manage students calmly and slowly using consequences and giving them time.
6. Follow up every time, retain ownership and engage in reflective dialogue with students.
7. Never ignore or walk past students who are demonstrating poor conduct.

#### All Students

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Students are expected to:

1. Be ready, be respectful and keep safe.
2. Follow their class essential agreement.
3. Demonstrate the 3Cs (be caring, be courteous, be considerate).

## **All Parents and Carers**

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the School. Parents have a vital role, and they are encouraged to work in partnership with the

School promoting and maintaining high standards of behaviour. We encourage parents to keep us informed about any difficulties or traumas that may occur at home so that we can be supportive and act appropriately at School. They also have the opportunity to raise with the School any issues arising from the operation of the policy.

Parents are invited to attend meetings with relevant staff members, if there are concerns about a student's academic progress, effort, behavioural issue or emotional issues. In these meetings sanctions, restorative support and or behaviour contracts or targets may be agreed by all parties, as appropriate.

It is important parents reinforce the school's expectations with and support on offer to the student after these meetings. Following a formal meeting with a parent a letter is always sent to the parents to summarise the content of the meeting and the next steps agreed.

Parents must treat the School and all members of staff in a reasonable and respectful manner.

## **Behaviour Management**

Our behaviour approach is based on these principles.

- Consistent, calm adult behaviour (modelling the 3Cs)
- First give attention to best conduct
- Consistent routines
- Scripting difficult interventions
- Restorative conversations

## **The Zones of Regulation**

'The Zones of Regulation' is a framework for teaching students strategies for emotional and sensory self-management. The Zones approach uses four colors to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behavior impact those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated, euphoric, or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however individuals have more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

## **Recognition**

We believe in recognising rather than rewarding good behaviour.

High standards of behaviour should be recognised and for those students who go above and beyond expectations. A positive approach should far outweigh negative consequences or language. All staff have a responsibility to create a positive classroom culture where students are free to take risks within the boundaries of the essential agreements.

Positive behaviour can be recognised and celebrated in numerous ways:

- positive reinforcement
- sincere, private verbal praise
- peer congratulations
- House points
- praise postcards
- positive email / phone call home
- positive referral to another teacher
- certificates and acknowledgements in assemblies
- Head of Junior/ Principal commendation
- special responsibilities
- access and earned privileges

## **Consequences**

Students need to understand that they have a responsibility to make good behaviour decisions and that their behaviour affects others. There is a clear set of escalating consequences for inappropriate behaviour (see Appendix 1). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.

- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the student that is the focus of any conversation.

All consequences imposed on students, including but not limited to (internal and external) exclusions, and disciplinary meetings involving parents, will be recorded and the record kept on iSAMS.

Records are also kept by the Heads of Lower and First School. Individual notes of incidences are also recorded on iSAMS. Copies of any letters sent to parents are also filed in the student's file.

Where behavioural issues give cause to suggest that a student is suffering, or is likely to suffer, significant harm, procedures as set out in the School's Safeguarding and Child Protection Policy will be followed.

The safety of the student is paramount in all situations. In the event of a student's behaviour endangering the safety of others or preventing learning, the class teacher would stop the activity and prevent the child from taking part for the rest of that session.

### **Supporting Actions**

We do not believe consequences alone are unlikely to change repeated behaviour and as such we use several supporting actions to help guide students.

### **Restorative Practice**

As a school we focus on ensuring relationships are positive and promote accountability and the responsibility to repair harm when relationships break down. We use restorative justice sessions, which encourage communication and connection allowing students to discuss feelings and resolve conflict in a safe space with a teacher present. Restorative Justice sessions must be carried out by a trained teacher or counsellor.

### **Counselling**

Students may need to undergo a course of counselling to help them explore their feelings and to provide a safe space for them to open up. It may be needed when a particular misdemeanor has occurred to help them move on from the incident. Counselling can be offered to both the victim and perpetrator.

### **Case Conferences**

A case conference may be called by the relevant Head of Phase at any time. This meeting involves all the staff who teach the student or who are involved in their pastoral care. The aim may be to get information, to agree an action plan or to inform relevant staff of a particular issue.

### **Malicious allegations against staff**

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Where an investigation concludes that the allegation was deliberately invented or malicious, a decision will be taken by the Principal about what disciplinary action may be appropriate against the student who made it.

Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

### **Restraint and use of reasonable force**

Staff have a duty to intervene to prevent students from hurting themselves or others. There may also be situations in which a student seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically the following will apply.

Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence unexpected behaviour and taking steps to divert behaviours leading towards foreseeable risk. Staff are trained on appropriate and relevant positive handling and restraint techniques where necessary.

All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. Any use of force used should be reported to a member of the Senior Team, namely the Head of Junior and an incident report completed. A male member of staff must not touch a female and must seek assistance from a female member of staff for support.

See DfE guidance on the Use of Reasonable Force (2013) for more detail.

## APPENDIX 1

### Behaviour Consequence Stages

<b>Stages 1-3: In-class behaviour consequences related to minor incidents</b>	
<b>Stage 1a</b>	<b>Redirection</b>  Gentle encouragement, a 'nudge' in the right direction, non-verbal cues.
<b>Stage 1b</b>	<b>Rule reminder</b>  A reminder of the expectations 'Ready, Respectful, Safe' delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
<b>Stage 2</b>	<b>Caution</b>  A clear verbal caution delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Students will be reminded of their good previous good conduct to prove that they can make good choices.
<b>Stage 3</b>	<b>Time out</b>  The student is asked to speak to the teacher away from others. Boundaries are reset. They are asked to reflect on their next step and are encouraged to apologise to all those affected by their behaviour. Again they are reminded of their previous conduct/attitude/learning. The student is given a final opportunity to reengage with the learning / follow instructions.  Students should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
<b>Stages 4 – 8: Behaviour consequences related to serious incidents</b>  *For a one-off serious incident, a student may be excluded (internally or externally) without progressing through the behaviour consequence stages below.	
<b>Stage 4</b>	<b>Referral to Grade Leader</b>  At this point the student will be referred to the Grade Leader. All referrals must be recorded. The student will reflect on their behaviour. The teacher will discuss the situation with Grade leader and formulate next steps to be implemented. If deemed necessary loss of privileges may occur if appropriate and parents may be informed via email. Any communication with parents will be copied to the class teacher and Head of Phase.
<b>Stage 5</b>	<b>Referral to Junior Team</b>  At this stage, the student will be referred to the Head of Phase. All referrals must be recorded. The student will reflect on their behaviour. The teacher will discuss the situation with Head of



	Phase and formulate next steps to be implemented. If deemed necessary loss of privileges may occur if appropriate and parents will be informed via phone call. The Head of Junior will be informed. Principal will be made aware.
<b>Stage 6</b>	<b>Formal meeting</b>  Parents will be required to meet with a Junior Team member, teacher and student to discuss intervention strategies and targets for school and how this will be supported at home. Principal will be informed.
<b>Stage 7</b>	<b>Internal exclusion</b>  Where appropriate, a student may be internally excluded from lessons pending the outcome of an investigation into breaches of discipline, which may include verbal or physical abuse and/or use of violence. Or where it is determined that a student will benefit from a period of structured time in supervised study at School apart from their class or form group. The Head of Junior will decide on exclusion and parents would be informed in a meeting with the Junior Team. Principal involved in the decision.
<b>Stage 8</b>	<b>External exclusion</b>  Where appropriate, external exclusion may occur. The Principal will follow KHDA exclusion policy. The principal will always seek advice from the KHDA regarding any potential exclusions and follow their guidance and rulings. Parents will be given a copy of the Review procedure current at the time. A student may be temporarily excluded from School pending the outcome of an investigation into breaches of discipline or where imposed as a sanction.

## Behaviour Contracts

A student may have their behaviour monitored by teachers to show progress towards agreed targets- this may be in the form of a behaviour plan. This is done discreetly.

Behaviour contracts should focus on the behaviour that must improve and link to the Code of Conduct and School Rules. It is important that details of behaviour contracts are communicated to parents. The consequences of breaking the contract must be clearly stated and a time-frame given.

## APPENDIX 2

### Early Years Implementation

While a whole Junior School behaviour policy is in place to ensure consistency, we do recognise that there are some behaviours that can be quite specific to the younger students. There are also some consequences which are inappropriate due to their age.

Despite the development of regulating appropriate physical reactions, such as hitting, kicking and biting, being a process that students work through between one and two years of age, we do recognise that some students may still exhibit such behaviours.

Biting in particular is a natural developmental stage that many students go through. Evidence suggests that around 25% of students will bite others at some stage. We understand that biting is an emotive situation for parents and students, whether it is your child that has been bitten or your child biting others.

Within the interest of protecting all members of the school community, staff and students, the school has an approach of zero tolerance. However, we do work to understand why physical reactions such as biting, hitting and kicking may occur.

Common causes to these behaviours include:

**Frustration:** Students can often become frustrated by a number of things, such as wanting to be independent, being unable to carry out a task or not having the vocabulary to communicate clearly.

**Attention:** When students are in scenarios where they feel overlooked, physical reactions can be effective in becoming the centre of attention.

**Biting specifically**

**Exploration:** Young students explore the world around them with their senses. Students who may still be developing their sensory integration may often use their mouths and find difficulty in differentiating appropriate behaviours.

**Teeth related issues:** Swelling gums and teething through loss of baby teeth can cause pain and discomfort that biting/chewing can provide relief to.

## Behaviour Consequence Stages

### Stage 1a

#### **Redirection**

Gentle encouragement, a 'nudge' in the right direction, non-verbal cues.

### Stage 1b

#### **Rule reminder**

A reminder of the expectations 'Ready, Respectful, Safe' delivered privately wherever possible. Repeat reminders if necessary. Decelerate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

### Stage 2

#### **Caution**

A clear verbal caution delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Students will be reminded of their good previous good conduct to prove that they can make good choices.

### Stage 3

#### **Reflection time**

The student is asked to speak to the teacher away from others. Boundaries are reset. They are asked to reflect on their next step and are encouraged to apologise to all those affected by their behaviour. Again, they are reminded of their previous conduct/attitude/learning. The student is given a final opportunity to reengage with learning / follow instructions.

**First biting or physical incident begins here**

Students are taken to reflective corner or a safe space with an adult if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If linked to a first physical outburst that has not resulted in injury, parents will be informed at the end of the day.

### Stage 4

#### **Referral to Head of Early Years**

At this point the student will be referred to the Head of Early Years. All referrals must be recorded. The students will reflect on their behaviour. The teacher will discuss the situation with the Head of Early Years and formulate next steps to be implemented. Parents will be informed at the time of the discussion. Any communication with parents will be copied to the class teacher and Head of Early Years.

**Second biting or physical incident**

**First physical or biting incident that results in injury/marks.**

### Stage 5

#### **Referral to Junior Team**

At this stage, the student will be referred to the Head of Phase. All referrals must be recorded. The student will reflect on their behaviour. The teacher will discuss the situation with the Head of Phase and formulate next steps to be implemented. Parents will be informed at the time of the discussion. The Head of Junior will be informed. Principal will be made aware.

**Third biting or physical incident**

On the third physical or biting incident, parents will be called to collect the child early. This is used to ensure the younger students are able to comprehend that such actions are not acceptable.

**Stage 6**

**Formal meeting**

Parents will be required to meet with a Junior Team member, teacher and student to discuss intervention strategies and targets for school and how this will be supported at home. Principal will be informed.

**Stage 7**

**Exclusion**

Where appropriate, a student may be asked to stay at home pending the outcome of an investigation into whether the school is an appropriate environment and has the resources required to support the learner. The Head of Junior will make the final decision.