

POL/AC005A NLCS Dubai Behaviour Policy – Junior School

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Written By:	Deputy Head of Junior School
Approved By:	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.

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

- To create a culture of exceptionally good behaviour ensuring that this is a minimum expectation for all.
- To foster positive relationships between staff and students, and between the students themselves by establishing and maintaining an atmosphere of mutual respect.

- To help students take ownership over their behaviour and be responsible for the consequences of it.
- To build a community which values care, courtesy and consideration.
- To establish a clearly defined hierarchy of responses to behaviour which falls below expectations.
- To ensure behaviour is managed in a restorative and reflective way with an appropriate use of recognition and consequences.
- 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 the behaviours we expect, demonstrating **Care, Courtesy and Consideration** in every interaction and building positive, respectful relationships with students.
2. Meet and greet students positively, taking the time to know and value them as individuals.
3. Use '**Ready, Respectful, Safe**' as our shared language for behaviour, reinforcing expectations clearly and consistently.
4. Notice, recognise and reinforce positive behaviour and conduct, making expectations visible through praise.
5. Respond to poor behaviour calmly, consistently and proportionately, applying appropriate consequences and allowing students time to respond.
6. Follow through and retain ownership of behaviour incidents, using reflective dialogue to help students understand their choices and make better ones.

7. Never ignore poor conduct. Address it appropriately, even when the student is not in your class or direct responsibility.
8. Record behaviour concerns accurately and promptly on Toddle, in line with agreed school procedures.

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, Respectful and Safe.
2. Follow their class Essential Agreement and contribute positively to the learning environment.
3. Demonstrate the 3Cs: Care, Courtesy and Consideration in their words, actions and interactions with others.

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 issues 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 that parents reinforce the school's expectations at home and support the agreed next steps. Following a formal meeting, a letter will be sent to parents summarising the key points discussed, the support available to the student and any agreed actions or next steps.

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
- 'JS Positives' resulting in a Good News Email / phone call home
- positive referral to another teacher
- certificates and acknowledgements in assemblies (Above and Beyond Award)
- Head of Junior School Commendation
- special responsibilities
- access and earned privileges
- North Londoner Award/Principal Commendation

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 Toddle.

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 recognise that consequences alone are unlikely to change repeated behaviour. Therefore, we use a range of supportive actions alongside appropriate consequences to help students reflect, make positive choices and improve their behaviour. This may include, for example, designated reflection time with the School Counsellor, alongside other appropriate pastoral support or interventions.

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 and pastoral support may be offered to any students involved, where appropriate.

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. Where necessary, trained staff may use appropriate Team Teach strategies to support the safe management of behaviour and protect the wellbeing of all involved.

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 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

Stages 1-3: In-class behaviour consequences related to minor incidents	
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. Deescalate 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 previous good conduct to prove that they can make good choices.
Stage 3	Time out 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. At this stage, a JS Negative will be recorded on Toddle. The teacher will also inform parents, either by telephone or through a face-to-face conversation, outlining the behaviour concern and any agreed next steps.
Stages 4 – 8: Behaviour consequences related to serious incidents *For a one-off serious incident, a student may be excluded (internally or externally) without progressing through the behaviour consequence stages below.	

Stage 4	Referral to Grade Leader At this stage, the student will be referred to the Grade Leader and the behaviour concern recorded on Toddle. The student will be given an opportunity to reflect on their behaviour, and the class teacher and Grade Leader will agree appropriate next steps and support. Where appropriate, this may include the loss of a privilege. Parents will be informed by telephone or through a face-to-face meeting, with relevant communication shared with the class teacher and Head of Phase.
Stage 5	Referral to Junior Team At this stage, the student will be referred to the Head of Phase. All referrals must be recorded on Toddle. 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 by telephone or through a face-to-face meeting. The Deputy Head and Head of Junior School will be informed.
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	Internal exclusion 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.
Stage 8	External exclusion 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

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

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.

Stage 5

Third biting or physical incident

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.

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.

APPENDIX 3

Code of Conduct

1. Student Code of Conduct – Junior School

Students will be expected to take responsibility for their own behaviour and will be made fully aware of 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. Obey School rules - we are ready, we are respectful and we are safe;
2. Follow their class essential agreement;
3. Be punctual;
4. Wear the correct School uniform and show pride in their appearance;
5. Walk around the building calmly and quietly;
6. Show consideration, care and courtesy for others;
7. Attend all lessons and complete assignments punctually and to the best of their ability.

2. Student Code of Conduct – Senior School

The NLCS Dubai Code of Conduct is designed to ensure safety, happiness and well-being of all members of our school community. Central to the code is that we all treat each other with respect. This can be referenced in the student planner when discussing concerns with students.

1. Show consideration, care and courtesy for others;
2. Value, and be inclusive, of all members of our community;
3. Respect the environment, school property and the property of others;
4. Maintain and support an environment conducive to learning;
5. Allow and support others to 'try themselves out' and be successful;
6. Listen to other's opinions with tolerance and thoughtfulness;
7. Immerse yourself in the opportunities available to develop your passions;
8. Maintain outstanding attendance and punctuality;
9. Maintain our high uniform and appearance expectations;
10. Respect and follow the School's rules and expectations at all times.