



Behaviour Management Policy

The Behaviour Management Policy reflects the Mission and Vision of the school. **"An international community of learners striving for excellence and celebrating success."** We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour.

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help students grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all students.
- To treat all students fairly and apply this policy in a consistent way.
- To ensure that students are aware of the school rules and the Code of Conduct. Each class has its own classroom code.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Implementation through a positive approach

An effective behaviour management policy is one that seeks to lead students towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour.

It is important that students are familiar with the school ethos and the Code of Conduct. In this context, students will be rewarded for good behaviour.

We will use a positive system of rewards, which will include:

- Use Classdojo in class lessons to encourage positive behavior
- Verbal praise
- House points to be allocated to promote positive behavior
- Positive comments in exercise books & positive feedback on class and homework
- Use of Special award certificates within class
- Special mention in class or in Assembly



- Achievement certificates in weekly/monthly Achievement Assemblies for academic achievement, effort, team work, service and duty around the school
- Award of Certificates at the annual End of Year Prize Giving Ceremony
- Participation Certificates for participating in ECAs and whole school events
- Exhibiting of good work in class, corridors and in the school Reception area
- Special mention in the monthly Primary School newsletters
- House points awarded and celebrated at weekly assemblies
- Award of prefect badges for school prefects, School council badges, Ambassador Badges
- Medals and trophies awarded for sporting achievements and winning teams on Sports days
- Informal referral to Principal, coordinators or Team Leaders for positive behaviour

Our ultimate aim is to reinforce good behaviour at every opportunity and to help our students feel good about themselves.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that they support their students learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to class teacher, team leader and finally the Head of Primary.

The following are some examples where parents will be required to attend a formal meeting to discuss the school's concerns and to agree appropriate sanctions:

- Persistent bullying of a student
- Serious physical attack on a student or member of staff
- Serious verbal abuse /disrespect of a student or member of staff
- Persistent disruptive behaviour in class
- Persistent infringements of relatively minor school rules
- Significant damage to school, staff or student's property, either in or outside school
- Stealing from school, staff or students, in or outside school during school hours and school trips.
- There may be rare situations (uncontrollable behaviour in which the normal procedures will be set aside and a student being sent home immediately.

Sequence of Sanctions

See Appendix 1

This Behaviour Management Policy will be reviewed and updated on an annual basis.



Updated August 2023

Appendix 1

The NBA Way: Positive behaviour for Learning

	Misconduct	Consequences
L o w L e v e l	<ul style="list-style-type: none"> Running/being noisy in the corridors Inappropriate behaviour in Canteen or other 'out of class' location Littering or ignoring other playground rules/instructions Being disrespectful to <u>any</u> adult (regardless of adult's designation) Persistently forgetting PE kit or school stationery eg, books Persistently not doing homework Speaking in Arabic out of Arabic lessons or in corridors Any other low level behaviour 	<p>For all of these low level misconducts: Use restorative approach and questions at all times</p> <ul style="list-style-type: none"> Immediate appropriate intervention by all staff eg, if running, tell them to go back and walk if being disrespectful, insist they repeat request with please and thank you Pupil to be reprimanded and given an appropriate task/action eg, Verbal warning given to the student told to apologise told to pick up their litter and additional pieces of litter Class teacher informed Communicate with parents (as necessary) through use of Planners, emails, Dojo message or phone
M e d i u m L e v e l	<ul style="list-style-type: none"> Choosing to persist in repeating any 'low level' misconduct Use of bad language Issues related to on-going bullying: persistent annoyance, hitting, verbal etc 	<p>Use restorative approach and questions at all times Choose an action appropriate to the misconduct:</p> <ul style="list-style-type: none"> Class teacher & Team leader informed; Parents informed and meeting held, minutes recorded and appropriate action taken eg, isolation from eating with rest of class move to isolated work area in classroom or Time Out for no longer than 5 minutes loss of 5 minute Break Time to be supervised by the class teacher standing with teacher on duty write letter of apology Incident dealt with, in a Circle Time or a no blame approach discussion
H i g h L e v e l	<ul style="list-style-type: none"> Choosing to persist in ongoing misconduct Stealing property belonging to school or other children Breaking/vandalising school property Any other behaviour that continues to show serious cause for concern 	<p>Use restorative approach and questions at all times For all high level misconducts, you must inform parents and record a meeting and impose appropriate sanctions:</p> <ul style="list-style-type: none"> Parents informed and meeting held, minutes recorded Parents asked to replace or pay for stolen/vandalised/broken item Green report card: Subject or general Report Card given with targets and reviewed daily by Class teacher or specialist teacher and signed by parent Amber: Subject or general Report Card given with targets and reviewed daily by Team leader
C r i t i c a l L e v e l	<ul style="list-style-type: none"> Persistent refusal to comply with school rules and expectations by continual display of ongoing misconduct Verbal or physical abuse towards <u>any</u> staff or pupils Deliberately setting off fire alarm Any other behaviour that causes a serious incident that is impacting on teaching and learning and the safety of the school community 	<ul style="list-style-type: none"> Parents formally summoned to meet with Class Teacher, Team Leader and relevant member of SM Possible suspension/isolation for an agreed period of time Red report card: Subject or general Report Card given with targets and reviewed daily by /Head of Primary

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