

**DUBAI  
BRITISH  
SCHOOL**  
JUMEIRAH PARK

# Primary Behaviour Policy

This procedure is reviewed annually to ensure compliance with current regulations

|                 | Date          | Name(s):        |
|-----------------|---------------|-----------------|
| Created:        |               | Head of Primary |
| Last reviewed:  | December 2022 | Head of Primary |
| To be reviewed: | August 2023   |                 |

## DBSJP Behaviour Policy - Primary

*At Dubai British School Jumeirah Park, we take pride in ensuring that all students are immersed in an exceptional learning environment which is positive, nurturing, challenging and inclusive. We are proud of the resilient, responsible, independent, and confident students that we create through our Positive Education and Restorative Practice. The values of the school are embedded within the school culture, our Enjoy, Aspire and Achieve ethos is felt as soon as you walk through the school doors.*

### 1. Aim

The aim of this policy is

- to outline clear communication of expected student behaviour, provide a consistent approach to behaviour, ensure that the positive behaviour structure alongside consistency and clear communication will support the wellbeing of students, their progress, learning and their achievements.
- to unite the community through promoting common language of the 3Rs:

**Ready - Respectful - Responsible**

### 2. Roles and Responsibilities

2.1 The Staff are responsible for:

- Using positive language: 3Rs – Ready, Responsible and Respectful
- Consistently implementing the behaviour policy and following the DBSJP Behaviour Flow Chart (Appendix 2)
- Following the approaches by Paul Dix, When the Adults Change Everything Changes
- Creating a positive classroom environment
- Modelling positive behaviour
- Ensuring that individual students behaviour needs are personalised
- Communicating and recording positive and negative behaviour  
(See Appendix 3)

All staff within the school use encouraging language, praise and positive reinforcement both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. Strategies agreed are applied by all, as consistency is the key. All staff are expected to act as role models of professional, courteous behaviour.

2.2 Parents are expected to:

- encourage their child to follow the school rules and behaviour expectations, using the language of the 3Rs
- support and promote the school values
- inform the school if there are any circumstances which may affect their child's behaviour
- attend any school meetings regarding behaviour

- follow-up on behaviour concerns at home.

### 2.3 Students are expected to:

- behave appropriately in a learning community and to adhere to the policies and procedures established
- follow the 3Rs
- come to school ready and punctual both at beginning of day and for the start of every lesson
- be responsible to learn with a positive, growth mind-set
- be respectful towards others, regardless of age, gender, ethnicity or background
- be responsible in class and around the school
- respect the school and the wider community

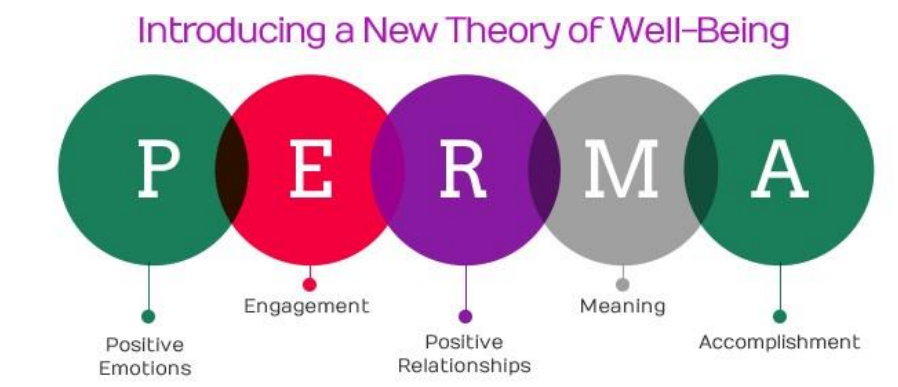
The expected student behaviours are articulated in Appendix 1 (The 3Rs - The Table of Expected Behaviours at DBSJP) forming part of this policy and will be formally taught and encouraged at school. Students are also expected to be mindful of school values and to actively seek to make improvements to their behaviour.

## 3. Positive Education

*'Feeling Good, Doing Good'*

At DBSJP, our approach is to ensure that we build a positive learning community that focuses on the wellbeing of our students and staff, alongside the school mission statement: 'Enjoy, Aspire, Achieve.' We believe that building positive relationships throughout the school community, focusing on positive recognition with identifying students and staff effort and accomplishments will achieve happiness, enhance wellbeing, build resilience, and optimise engagement and performance.

Positive Education, is taught through the U R STRONG programme. Furthermore, we have adopted The PERMA Model of Happiness concept developed by Martin Seligman; an acronym for five key elements to maintaining happiness: Positive Emotions, Engagement, Relationships, Meaning, and Achievement.



### 3.1 Positive Student Recognition:

All students enjoy recognition for expected behaviour. Students' respond better when they are encouraged and rewarded for positive behaviour and actions. Once students realise that positive behaviour brings about positive recognition, they are more likely to behave appropriately.

Choosing to act in a positive and responsible way results in positive consequences. The 3Rs have been designed to ensure a simple, clear plan to expected behaviour at DBSJP.

### **3.2 Class Teacher Recognition**

All staff recognise effort and achievement consistently, however this starts with a 'Meet and Greet' at the start of every morning. All staff greet the DBSJP students in the morning with enthusiasm, care and a big smile. This recognition continues throughout the school day through instant verbal praise on sight, stickers certificates and leadership postcards. In class, the language of the 3Rs is used to recognise effort and success in all areas of school life. All staff use the positive approaches set out by Paul Dix from the book, *When the Adults Change Everything Changes* to promote a positive culture.

At DBSJP promoting and modelling positive behaviour and language is essential to a child's success and wellbeing. Each year group has their own weekly assembly which focuses on celebrating and recognising achievement across the school. Star of the Week certificates are awarded, where teachers and assistants are involved in nominating children who have shown exceptional effort and achievement during the week and who have been consistent with the 6C values. Students then give praise and celebrate the nominated student by adding positive comments to a recognition poster for the student to take home the following week.

### **4. Restorative Practice**

At DBSJP we believe in the use of consistent recognition and restorative practice to support and develop the student to understand how their behaviour impacts their learning, achievements and wellbeing. Staff deal with behaviour consistently and calmly through simple stages that encourage restorative conversations.

Behaviours are managed in stages, (Appendix 2) and there is a hierarchy of consequences for first and minor offences. Students will have the choice to learn from their mistakes and be given time to reflect on their actions. Any 'time-out' imposed, e.g. missed break, becomes part of a reflective process, where students are given the chance to learn and discuss their choices and actions with staff.

Serious and repeated behaviour incidents will result in meetings with parents to discuss behaviour. Behaviour incidents will be recorded on the schools CPOMs system. Each classroom must display the behaviour flow chart with an expectation that this is fully understood by students through discussions with teachers.

#### **4.1 Serious Misconduct**

In cases of serious misconduct, a student will be immediately removed from the classroom and referred to a senior member of staff.

#### **4.2 Exclusion**

In extreme circumstances where all other options have been exhausted, and the student continues to cause a health and safety risk to others, exclusion or non-re-enrolment will be considered by the Senior Leaders. Acts of severe violence and aggression will generally be grounds for making an application for exclusion to KHDA.

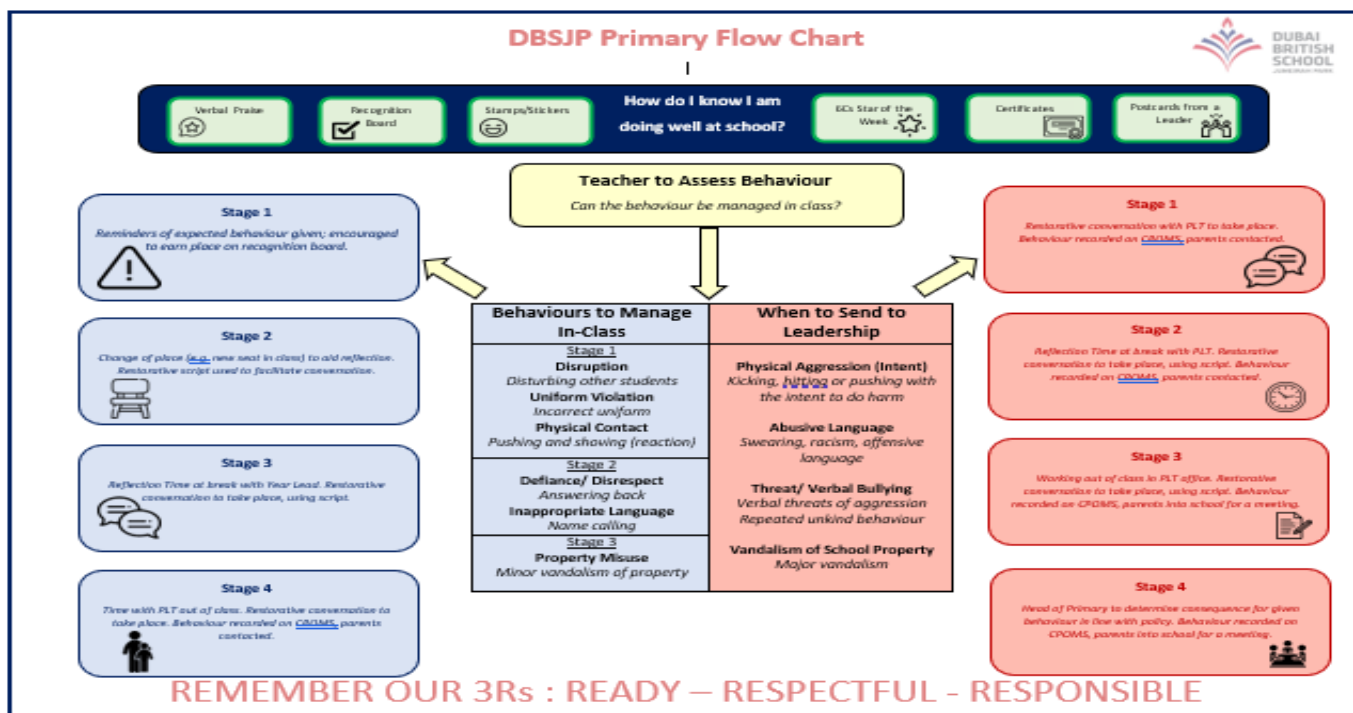
**Appendix 1**  
**Table of Expected Behaviours at DBSJP - '3Rs'**

The 3Rs have been designed to support students and the school community with three simple rules to successful behaviour. Students should come to school **ready** to learn, they should be **respectful** to the school community and environment at all times, they should be **responsible** learners who are prepared to learn and work hard to *Enjoy, Aspire and Achieve*.

| Expected Behaviours   | What does it look like?   |
|---|---|
| <p><b>Be Ready</b></p> <p>-----</p> <p>I come to school ready to learn</p>                    | <ul style="list-style-type: none"> <li>• Be on time</li> <li>• Be prepared and equipped for class (resources and materials)</li> <li>• Be calm and attentive</li> <li>• Be in the correct school uniform</li> <li>• Be able to follow instructions and directions</li> </ul>  |
| <p><b>Be Responsible</b></p> <p>-----</p> <p>I make sure my actions are safe for everyone</p> | <ul style="list-style-type: none"> <li>• Keep hands, feet, body and objects to myself</li> <li>• Move around the school in a quiet and orderly manor</li> <li>• Settle conflicts in a positive manor</li> <li>• Ask an adult if you need support</li> <li>• Report people/ situations that appear unsafe</li> <li>• Report bullying that you see or experience</li> <li>• Do not bring, hold or play with unsafe objects</li> <li>• Follow safety rules and procedures</li> </ul> |
| <p><b>Be Respectful</b></p> <p>-----</p> <p>I treat others the way I want to be treated</p>   | <ul style="list-style-type: none"> <li>• Respect the right of others to learn; their opinions, beliefs, personality, privacy and property</li> <li>• Use 'classroom' voice</li> <li>• Show courtesy and good manners</li> <li>• Use respectful and appropriate language</li> <li>• Follow adult directions</li> <li>• Smile as a silent greeting to others</li> </ul>   |

## Appendix 2 – Primary Behaviour Flow Chart

Every class has a behaviour flow chart (see below) displayed in the classroom. If a child is not behaving appropriately, the class teacher moves through the steps on the flow chart to ensure the outcome and consequence is consistent. More serious behaviour is also logged onto CPOMs. (Teacher – Stage 4, Leadership Stage 1)



## Appendix 3 – Primary

Steps to support alongside the stages.

| Steps |             | Actions  |
|-------|-------------|--|
| 1     | Reminder    | A reminder of the 3 simple rules, Ready respectful and Responsible. Delivered privately wherever possible  |
| 2     | Caution     | A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour, clearly outlining the consequences, if they continue   |
| 3     | Last chance | Speak to the student privately and give them a final opportunity to engage<br>Offer positive recognition for they have achieved  |
| 4     | Time out    | Time out maybe a short period of time, inside or outside of the classroom/ area. This is a few minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves |
| 5     | Repair      | This might be a more formal discussion at breaktime  |