



**DUBAI  
BRITISH  
SCHOOL**  
JUMEIRAH PARK



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**FOUNDATION**

# Secondary Behaviour Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:		Head of Secondary
Last reviewed:	August 2021	
To be reviewed:	August 2022	

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## **Behaviour for Learning Policy**

### **Rationale:**

At DBSJP we believe that good behaviour is essential for an effective learning environment in which all students are given the opportunity to achieve. We seek to create a caring and inclusive environment which encourages and reinforces good behaviour. Our standards of behaviour are underpinned by values such as 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.

### **Aims:**

- Allow all students to make the best academic progress in a safe and well-ordered learning environment.
- Allow staff to effectively facilitate personalised and innovative learning experiences for students
- Embed values that are carried through beyond school
- Enhance self-esteem, feeling safe within the learning environment created.
- Be consistent across all faculties and Key Stages

### **Policy Statement:**

Guidelines for students;

- Students should move around the school in a respectful manner at all times.
- Students should understand that each member of our community has a responsibility to ensure a positive learning environment.
- All students to adhere to the guidance and authority of their teachers.
- All students should wear agreed appropriate school uniform.
- Students should only be in parts of the school that are clearly visible.
- Students should only eat within the canteen and designated spaces (at permitted times).
- Chewing gum, fizzy drinks, caffeinated drinks, fast food and food deliveries are banned on school grounds.
- The cleanliness and tidiness of the school site is the responsibility of all that use it
- Jewellery should be simple and in accordance with uniform guidelines.
- Homework should be completed and handed in on time. If it has not been possible to finish the piece of work within the expected timeframe, previous communication with the teacher should have taken place.

### **Behaviour Procedure:**

The intention of this policy is to ensure consistency and refine the communication between all concerned. The expectation is that positive behaviour will support learning, progress and achievement for all pupils.

## Recording behaviour:

Where a pupil's behaviour or performance in class is deemed unacceptable by the teacher appropriate action must follow. Communication and escalation must not be solely dependent on verbal communication; behavioural logs must be entered on iSAMS. Behaviour is largely a matter of choice, our policy should help students take responsibility for their choices so they can learn, improve and develop as individuals. To help staff understand the pathway for communication, a tiered system has been created.

### Level 1 and 2

Managing behaviour in the classroom is the responsibility of the member of staff in charge in the first instance. This tier is for low level disruption and work-related issues.

Students should be made aware of issue, expected outcome and implications where expectations not met.

Consequences in the classroom will be known as **Level 1** and **Level 2** and (see Appendix for table of behaviours and consequences).

A student will get a **Level 1** if they fail to meet expected standards or organisation/output within lesson. The teacher may choose to write the pupils name on the board, or verbally warn the student. It must be made clear to the student that a warning or **Level 1** has been given.

The teacher may also decide to use a range of other techniques before or after this warning:

- Change seating plan
- Tactically ignore student
- Engage student with the aim of increasing productivity
- Acknowledge good behavioural choices by other class members
- Remind students about classroom expectations
- Speak to the student in a quietly engaging manner
- Give the student time and space to reflect
- Contact home via e-mail

The issuing teacher must record the **Level 1** in iSAMS.

If the student continues to fall below expected level of performance a **Level 2** should be issued. This must be recorded on iSAMS and a sanction is set within the department by the class teacher.

A student may be immediately put onto a **Level 2**.

For a **Level 2** and up, the description must include:

- What happened
- Action
- Outcome

### Level 3

Persistent disruption will see a student move to a **Level 3** – it should be explicitly clear to the student that they have done something that falls well out of line with expected level of behaviour and performance. At a **Level 3** a student will be referred to a faculty/key stage leader.

The issuing teacher must record the **Level 3** in iSAMS. The issuing teacher/department that issued the detention will be responsible for any complaints/queries/communication that may follow from parents/guardians.

The teacher who issues the **Level 3** has the responsibility of ensuring the sanction is carried out. *If the student continues to disrupt a lesson or displays behaviour of a completely inappropriate nature, the student will need to be removed from class. A trusted class member should be asked to inform a member of SLT or Key Stage Leader explaining the nature of the behavioural concern and lesson/room it has taken place in. (needed at our school?)*

A student may be placed immediately at a **Level 3** if behaviour is deemed suitably bad.

### **Managing a Level 3:**

All **Level 3s** must be entered into iSAMS. All behavioural logs of this nature must have a documented outcome. Staff will have a range of outcomes/sanctions that can be issued at this level. If a **Level 3** has been given, it is advisable to speak to the student before the next lesson to build a platform for success and reduce the likelihood of the incident occurring again. Staff are encouraged to reflect on the behaviour in their lessons and consider ways of avoiding future incidents. It may be advisable to liaise with school Key Stage Leaders, Head of Department/Faculty or SENCO regarding an individual or class.

### **Implementing consequences of a Level 3:**

When logging a **Level 3**, the teacher must ensure the consequences of the pupil behaviour are also logged. The awarding teacher must enter an appropriate code referring to one of the following after the consequence has been actioned;

1. **RJ – Restorative justice:** Staff should consider a task or actions that ensure restorative justice takes place. The student should reflect upon bad behaviour and make an appropriate apology to affected others.
2. **LDT – Lunchtime detention:** Awarding teacher must ensure the student is kept in a lunchtime detention for no less than 10 minutes. This should not be issued on a Thursday, and it is advised that students are given the first 10 minutes of lunch to go and get food/water. Student is kept in an appropriate room for the detention. Break time detentions should be avoided, if a student has another lunchtime detention an alternative day must be arranged.
3. **ASDT – After school detention:** Staff follow protocol in iSAMS, entering pupil into afterschool detention at next available date. iSAMS will generate the report with the student being notified via school reception (issued with a letter).
4. **CH – Contact home:** The awarding staff member or Head of Department/Faculty must ensure contact with home is made. This may be a phone call or e-mail outlining the details of bad behaviour. Appropriate Key Stage Leader should be cc'd in the email.
5. **PM – Parental meeting:** Parents are invited in for a meeting to discuss single or repeated incidents. Issuing teachers should be supported by HOD/HOF in first instance.
6. **REP – Student placed on Report:** When an incident is repeated, it may be advisable for that student to be monitored via a subject report. Appropriate Key Stage Leader should be notified, if the issue is only in one subject a subject report may be best suited. HOD/HOF should also be notified, with agreed timeframe of the report being communicated. This should be 2 weeks

in the first instance (report card should be a google doc). Student report should be monitored by HOD/HOF. If issues are across more than 2 subjects, a generic lesson by lesson report will be issued by the Key Stage Leader. Key Stage Leaders will monitor report in this case.

#### **Level 4 – Persistent poor behaviour in the classroom and behaviour outside the classroom:**

Managing behaviour within this tier is the responsibility of all members of staff however escalation should go directly to the Form Tutor and Key Stage Leader. The Key Stage Leader has overall management of infringements within this tier. This tier is for more serious issues in the classroom, issues outside the classroom, and where interventions for previous lower level behaviours have been used without a change reflecting in the behaviour of the student. Key Stage Leaders should monitor **Level 1-3** incidents on a daily basis.

#### **Managing Level 4:**

Key Stage Leaders will monitor behaviour closely to look for trends and patterns in behaviour. They will work closely with Form Tutors to ensure actions are implemented when bad behaviour is present outside the classroom. Key Stage Leaders will only intervene with classroom matters where class teacher and HOD/HOF have previously followed pathway of escalation. HODs/HOFs should actively engage with Key Stage Leaders when previous intervention has not led to significantly improved behaviour.

#### **Level 4 consequences:**

Key Stage Leaders will decide upon suitable consequences along with appropriate support/guidance from SLT where necessary. All consequences will be logged using appropriate platform and coding on iSAMS.

#### **Implementing consequences of a Level 4 infringement:**

Key Stage Leaders have a range of sanctions which can be used in addition to those in **Level 1-3**.

1. **ASDT – After school detention:** Key Stage Leader follows protocol in iSAMS, entering pupil into afterschool detention at next available date. iSAMS will generate the report with the student being notified via school reception (issued with a letter).
2. **SDT – Saturday Detention:** Key Stage Leader may select Saturday detention in iSAMS when previous interventions have failed make an impact or student has failed to attend their afterschool detention.
3. **CH – Contact home:** Key Stage leader contacts home to give parents details of incident/infringement. This may be a phone call or e-mail.
4. **PM – Parental meeting:** Parents are invited in for a meeting to discuss single or repeated incidents. Key Stage Leader must outline expected outcome following meeting (i.e. improved focus/conduct etc).
5. **KSREP – Student placed on Key Stage Leader Report:** When behaviour does not improve and frequency is in more than 2 subjects, the student will be placed on a lesson by lesson report with agreed focuses for the student. This should be 2 weeks in the first instance (report card should be a google doc and reviewed daily). Key Stage Leaders should communicate with subject teachers where evidence of behavioural issues are evident on report.
6. **DIS – Daily Isolation:** This sanction is used to avoid external suspension/exclusion from school. A student who gets an EC3 or SC3 may spend time in isolation with the amount of days decided

upon in consultation with SLT. The Key Stage Leader will decide on an appropriate consequence/outcome in addition to spending time in isolation where necessary.

7. **ESUS – 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).

**Level 5 – Serious issues outside the classroom, more serious issues within the classroom, repeated concern without improvement.**

This tier is overseen by SLT in conjunction with Key Stage Leaders. This tier will be known as Level 5. Only members of SLT can decide upon a consequence and is for extreme cases.

**Implementing the consequences of a Level 5:**

SLT have a range of sanctions which can be used from **Level 1-5**. In addition the sanctions at L5 could be as follows:

1. **PM – Parental meeting:** Parents are invited in for a meeting to discuss single or repeated incidents. SLT staff member must outline expected outcome following meeting (i.e. improved focus/conduct etc).
2. **FTE – Fixed term exclusion:** 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 will be agreed with the Head of Secondary School.
3. **PEX – Permanent exclusion:** This sanction will be used in extreme cases and will follow current procedure. 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 Head of Secondary School.

<b>Level</b>	<b>Reasons Why</b>		<b>Possible Outcomes</b>
<b>Level 1</b>	Late to lesson Incorrect uniform Lack of equipment Chewing gum/eating in class Missed deadline Incomplete homework	Failure to follow instructions Disrupting lesson Lack of work in lesson Anti-social behaviour/rudeness to others Inappropriate language	Level 1 warning on iSAMS
<b>Level 2</b>	Failure to improve following a Level 1 3 Level 1 warnings in a week Using mobile phone Misuse of technology		Class teacher detention Pastoral lunchtime detention Contact home Parental meeting
<b>Level 3</b>	6 or more warnings in a half term Not turning up for Level 2 detention Foul language	Persistent defiance First incident of bullying/intimidating behaviour	HoD detention Thursday detention Parental meeting Department report Key Stage report
<b>Level 4</b>	9 or more warnings in a half term Failure to adhere to sanctions in Level 3, e.g. missing a Level 3 detention	Persistent bullying/intimidating behaviour Truancy from lesson Truancy from school	Saturday detention Parental meeting Pastoral report Internal exclusion
<b>Level 5</b>	Any discrimination based on race, sex or disability Persistent bullying/intimidating behaviour despite Level 4 intervention Possession and use of prohibited/illegal substances	Possession/sharing of illegal material Online bullying/intimidation during school hours	Parental meeting External suspension Permanent exclusion