



**DUBAI  
BRITISH  
SCHOOL**  
JUMEIRAH PARK

# Behaviour for Learning Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:		Assistant Head of Secondary
Last reviewed:	May 2024	
To be reviewed:	May 2025	

## DBSJP Behaviour Policy

### **Rationale:**

At DBSJP, we prioritise positive education as we strongly believe that it is crucial for a conducive learning environment that enables all students to excel. Our objective is to cultivate a nurturing and welcoming atmosphere that fosters good behaviour. Our approach to upholding behavioural standards is anchored in the DBSJP values, for example respect, integrity and equality.

DBSJP holds high behavioural expectations, not only within the school premises but also on school trips, residential, work experience placements and sports fixtures.

### **Aims:**

- Allow all students to make the best possible academic progress in a safe and well-ordered learning environment
- Allow staff to effectively manage behaviour in a way that minimises disruption to learning
- Embed values that are carried through and beyond school
- Ensure all stakeholders feel safe within the learning environment at DBSJP
- Be consistent across all faculties and Key Stages

### **General behaviour guidelines for all students:**

- Uphold DBSJP Values (Equality, Determination, Friendship, Courage, Integrity, Inspiration, Respect, Excellence)
- Be ready to learn by always having the required equipment
- Always move around the school in a respectful manner
- Understand that each member of our community has a responsibility to ensure a positive learning environment
- Adhere to the guidance and authority of teachers and school staff
- Wear agreed appropriate school uniform and follow the uniform guidelines
- Do not enter prohibited parts of the school site
- Eat within the canteen and designated spaces only (at permitted times)
- Chewing gum, fizzy drinks, caffeinated drinks, fast food and food deliveries are not permitted on school grounds
- The cleanliness and tidiness of the school site is the responsibility of all that use it
- 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
- All students should follow the Anti-Bullying Policy

## **Recording behaviour**

Where a student's behaviour 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 for Staged 3-6.

### **Stage 1**

The primary responsibility for managing behaviour lies with the staff member in charge. They shall handle low-level disruption and minor behaviour issues. Stage 1 involves a 'nudge' in the right direction.

### **Stage 2**

If low level behaviour issues continue, Stage 2 will be used. The teacher must explicitly label the behaviour in question, remind the student of the expectations, and the consequences of continuing not to meet expectations.

### **Stage 3**

Stage 3 is a clear verbal caution, which is delivered privately to the student and the negative behaviour is recorded on iSAMS. This caution is designed to draw the students' attention to their behaviour and make them aware of the consequences of their actions.

In addition to the verbal caution, other recommendations may be made to help facilitate reflection, such as a change of seat for the student.

Throughout this process, a restorative script is used to facilitate conversation between the student and our staff members. Our goal is to help the student understand the impact of their behaviour on themselves and others, and to facilitate positive change in their attitudes and actions.

### **Stage 4**

A Stage 4 reflection time is issued when there has not been a significant improvement and / or if a student has been involved in a more serious behavioural incident. The behaviour is recorded on iSAMS. Parents will be contacted.

The reflection time will be used for a restorative conversation between the parties involved and / or completing Thrive work depending on the nature of the behaviour. A script will be used to guide a constructive dialogue between the people involved. This approach will not only help students learn from their mistakes, but also foster a positive and respectful school community.

### **Stage 5**

If significant improvement is not seen in behaviour then students will be enrolled on the Thrive programme, which is personalised to their needs. Several stakeholders will be involved in this process including the student, parents, Head of Year, Head of Department and the Secondary Leadership team, in addition to the school counsellor if necessary. It involves reeducation, reflection, support and is designed to support a student to improve over time.

### **Stage 6**

In the rare event of a serious incident, or if a student's behaviour does not improve after the fifth Stage of support, the Head of Secondary, in consultation with the Head of Pastoral and Head of Year, will determine an appropriate consequence. Behaviour is logged on iSAMS and parents are contacted.

Stage	Reason why	Possible outcome
Stage 1 & 2	<ul style="list-style-type: none"> <li>• Poor focus and attitude to learning</li> <li>• Manners and values do not meet DBSJP standards</li> <li>• Missing or incomplete homework</li> <li>• Pushing boundaries in lesson</li> <li>• Lateness to class</li> <li>• Student dress or appearance not adhering to DBSJP dress code</li> <li>• Incorrect or forgotten equipment</li> </ul>	<p>Stage 1: Gentle encouragement, a 'nudge' in the right direction of expectations.</p> <p>Stage 2: A reminder of the expectations delivered privately where possible. Restorative script used to facilitate conversation.</p>
Stage 3	<ul style="list-style-type: none"> <li>• Continuation of behaviour described above</li> </ul>	<p>A clear verbal caution delivered in private that makes the student aware of their behaviour and clearly outlines the consequence.</p> <p><b>Recorded on iSAMS.</b></p>
Stage 4	<ul style="list-style-type: none"> <li>• No significant improvement in behaviour over a period of time</li> <li>• More serious isolated behaviour incident</li> </ul>	<p>After school Reflection session issued and used for a restorative conversation between the parties involved and / or completing Thrive work (personalised to the student and issue)</p> <p><b>Recorded on iSAMS</b></p> <p><b>Parents must be notified at Stage 4</b></p>
Stage 5	<ul style="list-style-type: none"> <li>• HOD: 3 x Stage 3s, 2 x Stage 4s within a half term with subject</li> <li>• Form Tutor: 3 x Stage 3s, 2 x Stage 4s within a half term across subjects</li> <li>• HOY: 6 x Stage 3s, 3x Stage 4s within a half term across subjects</li> </ul>	<p>Enrolled on the Thrive programme</p> <p>Variety of stakeholders involved</p> <p>Other potential consequences:</p>

	<ul style="list-style-type: none"> <li>No significant improvement in behaviour over a continued period of time</li> </ul>	<ul style="list-style-type: none"> <li>Official warnings</li> <li>Community service</li> <li>Report</li> <li>Regular one to one discussion with a member of staff</li> <li>Verbal or written apology</li> <li>Meeting with a member of leadership and / or Counsellor for behaviour modification/anger management as necessary</li> <li>In-school suspension</li> <li>Fixed term exclusion (up to 3 days)</li> <li>KHDA informed</li> </ul> <p><b>Recorded on iSAMS</b></p> <p><b>Parents must be notified at Stage 5</b></p>
<p>Stage 6</p>	<p>A serious incident or no improvement seen after Stage 5.</p> <ul style="list-style-type: none"> <li>Any form of discrimination</li> <li>Persistent bullying / intimidation / aggression</li> <li>Possession, use or distribution of a prohibited or illegal substance (including vaping)</li> <li>Possessing or sharing illegal or inappropriate material</li> <li>Online bullying / intimidation during school hours</li> <li>Assault of any nature including but not limited to physical and sexual</li> <li>Becoming aggressive / abusive towards a member of staff</li> </ul>	<p>Principal/Head of Secondary in consultation with the Head of Pastoral and Head of Year will determine an appropriate consequence.</p> <p>Sanctions may include:</p> <ul style="list-style-type: none"> <li>Community service</li> <li>Removal of privileges (for example prom, participation in sports teams, leadership opportunities)</li> <li>KHDA informed</li> <li>Official warning about future conduct and behaviour contract</li> <li>In-school isolation</li> <li>Fixed-term exclusion (up to 3 days)</li> </ul>

		<ul style="list-style-type: none"><li>• Permanent exclusion (with KHDA approval)</li></ul> <p><b>Recorded on iSAMS or CPOMS (depending on nature of incident)</b></p> <p><b>Parents must be invited to a face-to-face or online meeting at Stage 6</b></p>
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## **Behaviour Policy Appendix**

*(The examples listed are not exhaustive of all types of behaviour and incidents which would be considered a Level 3, 4, 5 or 6. The ultimate decision regarding the level and steps followed to deal with the behaviour incident lies with the Head of Secondary)*

### Examples of Stage 3:

- Missed deadline
- Lack of equipment (uncharged laptop)
- Punctuality
- Calling out or making inappropriate comments
- Not attempting work set
- Continually talking in class
- Incorrect uniform
- Chewing gum

*These examples have followed a verbal warning (Stage 1 and 2 of the behaviour policy)*

### Examples of Stage 4A:

- Repeated non-completion of homework and/or coursework
- Repeatedly not following instructions
- Defiance
- Throwing something or using equipment unsafely
- Repeatedly missing deadlines

### Examples of Stage 5

- Persistent behaviour which is not in line with DBSJP values and ethos
- Unsafe behaviour (for example inappropriate use of Science and DT equipment)
- Persistent failure to follow instructions
- Persistent disrespectful behaviour
- Bullying
- Persistent failure to meet deadlines with evidence recorded on ISAMS
- First time truancy
- First time aggression

### Examples of Stage 6:

- Any form of discrimination including racism
- Persistent bullying / intimidation / aggression towards other students or members of staff
- Possession, use or distribution of a prohibited or illegal substances or items (including vaping)
- Possessing or sharing illegal or inappropriate material
- Online bullying / intimidation during school hours
- Assault of any nature including but not limited to physical and sexual
- Becoming aggressive / abusive towards a member of staff
- Repeated truancy

Should a Stage 6 be issued, the following must take place.

- EWL, JCR or GMA made aware
- If there is a risk of harm to the student/s, other students, or members of staff, student/s needs to be removed immediately from circulation
- If suspected to be in possession of prohibited substances or items, a bag search to be conducted by EWL, JCR, GMA with an additional observing member of staff
- Statements for students directly involved and members of staff taken on the headed paper
- Selection of statements of any bystanders taken that are not directly involved in the incident
- CCTV to be requested
- Parents of those involved to be contacted

### **Vaping Process**

- 1<sup>st</sup> offence: parents notified and the student will complete a one day internal isolation with appropriate reflection activities
- 2<sup>nd</sup> offence: student will serve a 2-day external exclusion with the recommendation made to seek professional help to stop vaping
- 3<sup>rd</sup> offence: student will serve a further 2-day external exclusion and we will require a report from a clinician to verify participation in an addiction programme
- 4<sup>th</sup> offence: the school reserves the right to seek KHDA approval for a permanent exclusion.

The school may also carry out bag searches if there is any suspicion of vaping. These will always be conducted privately and sensitively. Any vaping equipment found will be confiscated and destroyed.