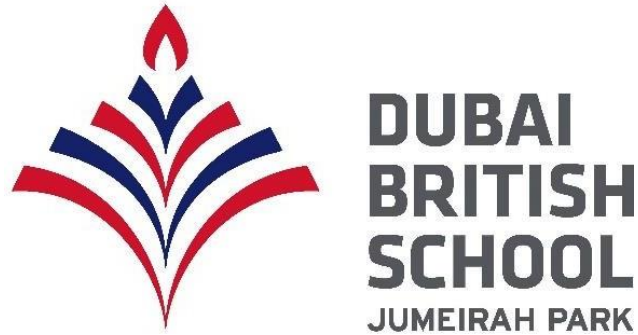




Primary Behaviour Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:		Assistant Head of Primary
Last reviewed:	August 2025	Deputy Head of Primary
To be reviewed:	August 2026	

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
- to ensure that the structure of positive behaviour alongside consistency and clear communication will support the wellbeing of students, and appropriately reward 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 principles from Paul Dix's *When the Adults Change, Everything Changes* alongside our DBSJP House Points system, ensuring a balance between intrinsic motivation and consistent extrinsic recognition
- Creating a positive classroom environment
- Modelling positive behaviour
- Ensuring that individual students behaviour needs are personalized
- Awarding House Points in line with the agreed whole-school criteria to ensure consistency in recognising positive behaviour, engagement, and adherence to the 3Rs
- Communicating and recording positive and negative behaviour
(See Appendix 3)
- Using restorative language when dealing with any incidents
(See Appendix 4)

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 where needed

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
- strive to make a positive contribution to their allocated House; earning House Points through consistently following the 3Rs, demonstrating positive behaviour, and actively engaging in lessons

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.

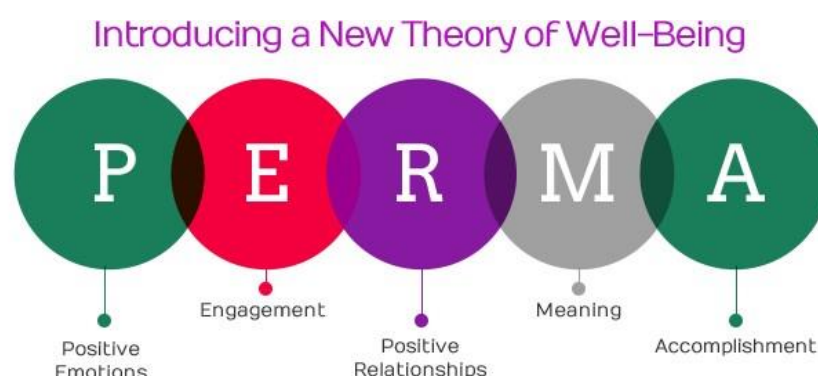
3. Positive Education

'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.

While Positive Education focuses on developing intrinsic motivation, our House Points system will work alongside this to provide consistent and visible recognition for students' efforts, encouraging a culture of shared celebration across the school community.

Positive Education, is taught explicitly through our bespoke MSC & Wellbeing curriculum and through assemblies. Our curriculum has been designed based on 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 Accomplishment.



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. At DBSJP, this positive recognition will be reinforced through our whole-school House Points system. House Points will be awarded by all staff according to agreed criteria, ensuring fairness, consistency, and a shared understanding of what constitutes exceptional effort, behaviour, and embodiment of the 3Rs. 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
- Use of the classroom recognition boards
- Stickers
- Certificates
- House Points
- Leadership postcards for individuals

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 regular 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 school 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 school's 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 Anti-Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves and impacts wellbeing. It should not be confused with one-off arguments or personality clashes between students.

At DBSJP we acknowledge that bullying can present itself in different forms;

- Emotional – use relational aggression, excluding, tormenting.
- Physical – use physical actions
- Verbal – use words, statements and name calling
- Cyber – using the internet, smartphone or other technology
- Racist – use racial taunts, graffiti or gestures.
- Sexist – use repeated, harmful or humiliating actions to target a person sexually

We believe that every person has the right to be treated with respect and has the responsibility to respect others.

Bullying will not be tolerated on school property, at school-related activities and/or events, on school buses, or in any other circumstances related to school (e.g. online).

The school has a responsibility to respond promptly and effectively to issues of bullying. In the case of a bullying situation, students need to know that those incidents that are reported will be taken seriously and will be dealt with promptly and effectively.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached/witnessed the incident
- If physical, the victim should receive immediate treatment to any injury and parents informed of any injury
- A clear account of the incident will be recorded on CPOMS to the Head of School who will assess the severity and/or persistent nature of the bullying and direct accordingly
- Those concerned will be interviewed and further records added to the incident report on CPOMS
- The staff who have been approached/ witnessed the bullying incident, and relevant classroom teachers will be kept informed
- If it is deemed to be bullying, the parents of the victim and the alleged bully will be contacted and informed
- Disciplinary steps will be used appropriately and in consultation with all parties concerned
- For severe incidents, bullying may be reported to KHDA

The following disciplinary steps may be taken (depending on the severity and frequency of bullying offences and the age of the student(s):

- Official warnings with SLT
- Regular one-to-one discussion with a teacher and/ or school counsellor
- Verbal or written apology to victim
- Meeting with Head of School/ Counsellor for behaviour modification/ anger management as necessary
- Meeting with parents
- In-school suspension
- External suspension

Students who have been bullied may be supported by:

- Offering an immediate opportunity to discuss the experience with a teacher, counsellor or member of staff of their choice
- Reassuring the student
- Offering continuous support and self-assertiveness strategies
- Meeting with the Counsellor to establish strategies for dealing with bullies and how to keep safe
- Restoring self-esteem and confidence.

Students who have bullied may be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and the need to change
- Supporting with learning new approaches and strategies
- Informing parents to support changes the attitude and actions of the student

Within the curriculum the school will raise the awareness of the nature of bullying through assemblies, our MSC curriculum, morning sessions and small group friendship interventions where appropriate.

4.2 Serious Misconduct

In cases of serious misconduct, a student will be immediately referred to a senior member of staff where the appropriate consequences will be put in place.

4.3 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

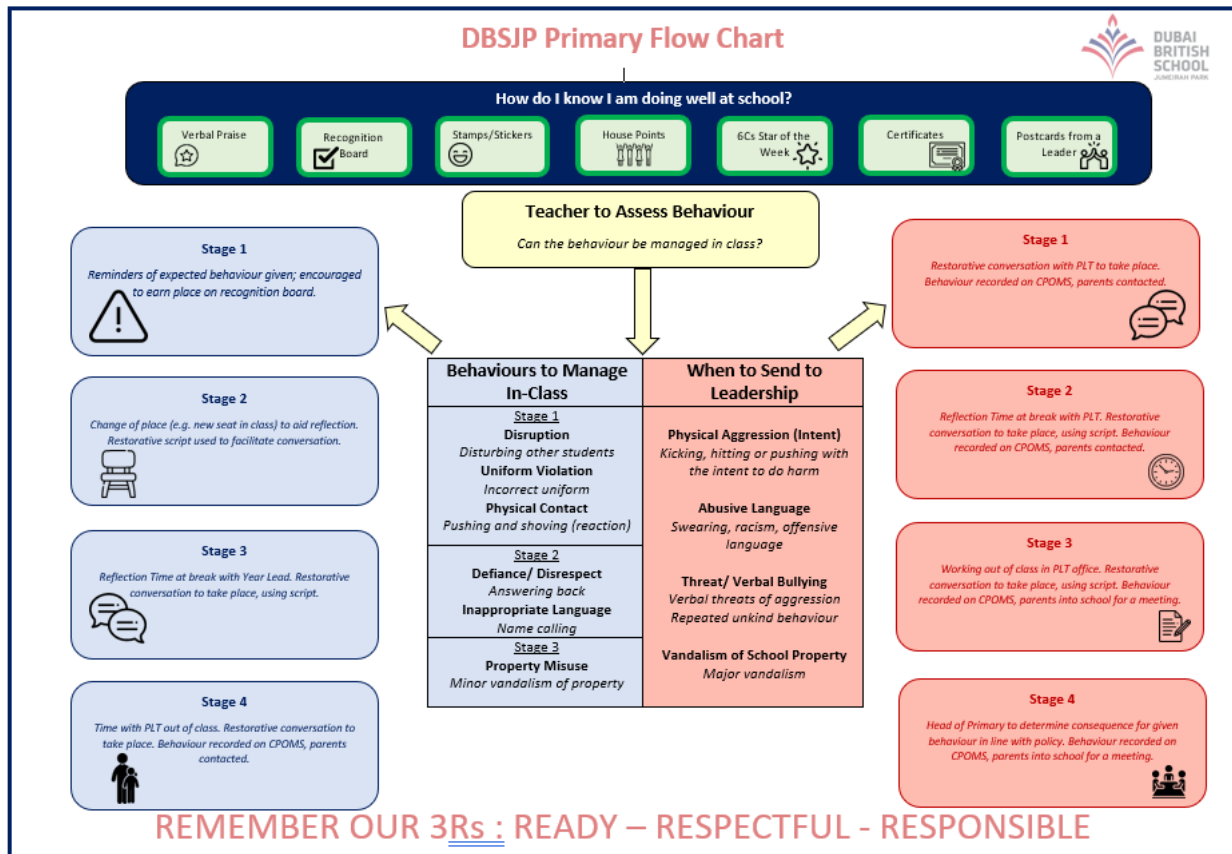
Table of Expected Behaviours at DBSJP - '3Rs'

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?
Be Ready ----- I come to school ready to learn	• Be on time • Be prepared and equipped for class (resources and materials) • Be calm and attentive • Be in the correct school uniform looking presentable • Be able to follow instructions and directions
Be Responsible ----- I make sure my actions are safe for everyone	• Keep hands, feet, body and objects to myself • Move around the school in a quiet and orderly manner • Settle conflicts in a positive manner • Ask an adult if you need support • Report people/ situations that appear unsafe • Report bullying that you see or experience • Do not bring, hold or play with unsafe objects • Follow safety rules and procedures
Be Respectful ----- I treat others the way I want to be treated	• Respect the right of others to learn; their opinions, beliefs, personality, privacy and property • Use 'classroom' voice • Show courtesy and good manners • Use respectful and appropriate language • Follow adult directions

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 using restorative language and give them a final opportunity to engage Offer positive recognition for they have achieved

4	Time out	Time out for 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 thesituation from a different perspective and compose themselves
5	Repair	This might be a more formal discussion at breaktime