



Behaviour for Learning Policy

DBSJP Behaviour for Learning Policy

Rationale:

At Dubai British School Jumeirah Park (DBSJP), we take pride in providing an exceptional learning environment that is positive, nurturing, challenging and inclusive. Positive Education is central to our approach because students learn and thrive best when they feel safe, known, respected and able to make positive choices.

Our behaviour culture is rooted in the DBSJP ethos of Enjoy, Aspire, Achieve and in our school values. High expectations, strong relationships, consistent adult practice, positive recognition and restorative conversations work together to create a calm, well-ordered learning community.

DBSJP holds high expectations of behaviour in school and in all circumstances connected to school, including trips, residentials, work experience placements, sports fixtures, school transport, school-related events and relevant online behaviour.

Aims:

- Communicate clear expectations for student behaviour and provide a consistent whole-school approach;
- Enable every student to make the best possible academic progress in a safe and well-ordered learning environment;
- Support staff to manage behaviour effectively and minimise disruption to learning;
- Promote wellbeing through positive relationships, recognition, reflection and appropriate support;
- Embed values that students carry through school and beyond;
- Ensure all members of the community feel safe and respected;
- Provide proportionate, clearly understood responses when expectations are not met;
- Ensure consistency across year groups, faculties, key stages and phases while retaining age-appropriate procedures.

Scope:

This policy applies to all students in Primary and Secondary and to all staff responsible for their learning, care and supervision. It should be read alongside the school's safeguarding, anti-bullying and other relevant policies and procedures.

Roles and Responsibilities

All staff at DBSJP;

All staff are responsible for creating and protecting the culture described in this policy. Staff will:

- Use positive, calm and respectful language and reinforce the 3Rs: Ready, Respectful and Responsible;
- Consistently implement the appropriate phase procedures and follow agreed escalation routes;
- Create positive classroom and social environments and model professional, courteous behaviour;
- Use positive recognition and the DBSJP House Points system consistently, balancing intrinsic motivation with visible recognition;
- Personalise support where students have individual behavioural or additional needs;
- Communicate and record positive and negative behaviour using the relevant school systems;
- Use restorative language and reflection to help students understand the impact of their actions and make positive change;

- Manage low-level behaviour in the first instance and seek leadership support when behaviour is serious, repeated or presents a safety concern.

Parents and carers;

Parents and carers are expected to:

- Encourage their child to follow the school's behaviour expectations and the language of the 3Rs;
- Support and promote the school values and Enjoy, Aspire, Achieve ethos;
- Inform the school of circumstances that may affect their child's behaviour or wellbeing;
- Attend meetings regarding behaviour when requested;
- Work in partnership with the school and follow up concerns at home where needed

Students;

Students are expected to:

- Follow the 3Rs and the expectations set out in this policy;
- Arrive at school and lessons ready, punctual, appropriately dressed and equipped to learn;
- Learn with a positive, growth-oriented mindset and allow others to learn;
- Be respectful towards others regardless of age, gender, ethnicity, background or difference;
- Behave responsibly and safely in classrooms, social spaces and around the school;
- Respect the school environment, wider community and the property and privacy of others;
- Follow reasonable instructions and the authority of school staff;
- Report bullying, unsafe behaviour or situations that may place someone at risk;
- Make a positive contribution to their House and school community.

Leadership;

Primary and Secondary Leadership Teams are responsible for supporting staff with serious or repeated behaviour, ensuring fair and proportionate responses, meeting with parents where appropriate, safeguarding students and staff, and maintaining consistency in the implementation of this policy.

Whole School approach to behaviour and Positive Education

Positive Education: "Feeling Good, Doing Good"

DBSJP's approach is to build a positive learning community in which wellbeing and achievement reinforce one another. Positive relationships, positive recognition and explicit attention to effort and accomplishment support happiness, resilience, engagement and performance.

Positive Education develops intrinsic motivation. The House Points system sits alongside this by providing consistent, visible recognition of students' efforts, engagement, positive behaviour and embodiment of school expectations.

Positive Education is reinforced through curriculum, pastoral provision, assemblies and daily interactions. The PERMA model of Positive Emotions, Engagement, Relationships, Meaning and Accomplishment is part of this approach.

DBSJP values, ethos and the 3Rs

The shared language of behaviour across DBSJP is simple and consistent. Students are taught to be Ready, Respectful and Responsible. These expectations sit alongside Enjoy, Aspire, Achieve and the DBSJP values: Equality, Determination, Friendship, Courage, Integrity, Inspiration, Respect and Excellence.

The 3Rs	Whole-school expectation
Be Ready	Be on time; be prepared and equipped; be calm and attentive; wear the correct school uniform; follow instructions and directions; be ready to learn.
Be Responsible	Keep yourself and others safe; move around school in an orderly manner; resolve conflict positively; seek adult support when needed; report unsafe situations and bullying; care for the school environment and wider community.
Be Respectful	Respect the right of others to learn, their opinions, beliefs, personality, privacy and property; use courteous and appropriate language; show good manners; follow adult directions and treat others as you would expect to be treated.

Recognition and Rewards

Positive recognition

All students should experience recognition for effort, progress and behaviour that contributes positively to the learning community. All staff are expected to use encouraging language, praise and positive reinforcement in lessons and around the school so that positive behaviour is noticed and reinforced. House Points are awarded according to agreed whole-school criteria to support fairness and a shared understanding of exceptional effort, engagement and positive behaviour. Phase-specific recognition approaches are set out in Parts A and B.

Restorative practice

DBSJP uses restorative practice to help students understand how behaviour affects learning, relationships, achievement and wellbeing. Staff respond calmly and consistently, use private conversations wherever possible, and give students opportunities to reflect, repair and make improved choices.

Consequences should be proportionate, clearly linked to behaviour and accompanied by support that enables positive change. Where “time out” or reflection is used, it is part of a reflective process rather than an end in itself.

Recording, communication and escalation

Behaviour must be communicated and recorded through the systems used by each phase. Primary records serious and repeated incidents on CPOMS. Secondary records Stages 3-6 on iSAMS, with CPOMS used where the nature of an incident is tied to safeguarding and child protection. Parents are contacted at the points specified in each phase procedure.

Communication and escalation should not rely solely on verbal messages. Records should make clear the behaviour, response, support provided, parent communication and any agreed next steps.

Anti-bullying

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

Bullying may be emotional or relational, physical, verbal, cyber, racist or sexist. Bullying is not tolerated on school property, at school-related activities or events, on school transport, or in other circumstances connected to school, including relevant online behaviour.

Where bullying is suspected or reported, staff will respond promptly, safeguard and support the student affected, establish the facts, record the incident on the appropriate system, keep relevant staff informed, contact parents where bullying is established and use proportionate disciplinary and restorative responses. Severe incidents may be reported to KHDA.

Students who have been bullied should be offered support, reassurance, strategies for safety, and opportunities to rebuild confidence. Students who have bullied others should be helped to understand what happened, why they became involved, the need to change, and the strategies required to behave differently.

Serious misconduct and exclusion

Serious misconduct is referred immediately to an appropriate senior member of staff. The first priority is safety. Leadership will determine the appropriate response, ensure the incident is recorded, communicate with parents, and consider restorative action, support and proportionate consequences. In extreme circumstances, where other approaches have been exhausted or a student continues to present a health and safety risk, exclusion or non-re-enrolment may be considered by senior leaders. Permanent exclusion is subject to KHDA approval. Phase-specific procedures and examples are set out in Parts A and B.

Part A

Primary Behaviour Procedure

Primary Recognition and Relationships

Primary staff recognise effort and achievement consistently. This starts with a “Meet and Greet” at the beginning of the day and continues through positive interactions and visible recognition across the school day.

Primary recognition may include:

- instant verbal praise on sight;
- classroom recognition boards;
- stickers;
- certificates;
- House Points;
- leadership postcards for individuals;
- regular year-group celebration assemblies;
- Star of the Week certificates and peer recognition.

The language of the 3Rs is used to recognise effort and success. Primary staff use the positive approaches associated with Paul Dix’s “When the Adults Change, Everything Changes” alongside the House Points system to promote consistency and a positive culture.

Primary staged response and restorative practice

For low-level behaviour, the class teacher moves through a simple sequence designed to keep responses calm, private, proportionate, and restorative. More serious behaviour may bypass the early steps and be referred directly to leadership. (See also Appendix 1.)

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 students privately using restorative language and give them a final opportunity to engage Offer positive recognition for what 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, breathe, look at the situation from a different perspective and compose themselves
5	Repair	This might be a more formal discussion at breaktime

Primary recording, escalation and leadership-led consequences

Teaching staff are responsible for implementing appropriate consequences and communicating with parents about behaviour that does not meet expected standards. Repeated low-level behaviours may be escalated to Year Leaders. Serious and repeated behaviour is supported by the Primary Leadership Team and recorded on CPOMS

Serious or repeated behaviour

Where previous restorative steps and interventions have not led to sustained improvement, or where misconduct is serious, a member of the Primary Leadership Team will manage the response. A restorative conversation will take place, behaviour will be recorded on CPOMS, and parents will be contacted and invited to meet where appropriate.

Alongside restorative actions and a behaviour support plan, leadership-level consequences may include temporary removal of privileges:

- Temporary withdrawal from Extra-Curricular Activities (ECAs);
- Restriction from representing the school in external events, competitions, sports squads or student leadership roles;
- Not being permitted to attend residential trips or off-site experiences.

Any such consequence should be time-limited, reviewed regularly, clearly communicated to the student and parents, applied consistently and fairly, and used alongside supportive strategies that enable positive behaviour change.

Primary exclusion

Where all other options have been exhausted and a student continues to present a health and safety risk to others, exclusion or non-re-enrolment may be considered by senior leaders. Acts of severe violence and aggression may be grounds for an application for exclusion to KHDA. Leadership-level measures may be used before exclusion is considered

Part B

Secondary Behaviour Procedures

Behaviour for learning, stages response, Thrive and serious incident procedure

Secondary behaviour for learning expectations

In addition to the shared whole-school expectations in Sections 1-3, Secondary students are expected to:

- Uphold the DBSJP values of Equality, Determination, Friendship, Courage, Integrity, Inspiration, Respect and Excellence;
- Have the required equipment and be ready to learn;
- Move around the school in a respectful manner;
- Accept responsibility for contributing to a positive learning environment;
- Follow the guidance and authority of teachers and school staff;
- Wear the agreed school uniform and follow uniform guidelines;
- Not enter prohibited areas of the school site;
- Eat only in the canteen and designated spaces at permitted times;
- Not bring or consume chewing gum, fizzy drinks, caffeinated drinks, fast food or food deliveries on school grounds;
- Help maintain the cleanliness and tidiness of the school site;
- Complete homework and hand it in on time, or communicate with the teacher in advance where this has not been possible;
- Follow the school's Anti-Bullying Policy.

Secondary staged response: Stages 1-6

The staff member in charge retains primary responsibility for managing low-level behaviour. The staged system provides a consistent route from a gentle nudge through to personalised support and senior leadership action.

Stage	Core response
Stage 1	A gentle encouragement or “nudge” in the direction of expectations. Used for low-level disruption or minor issues.
Stage 2	The teacher explicitly labels the behaviour, reminds the student of expectations and explains the consequence if behaviour continues. Delivered privately where possible; restorative language is used.
Stage 3	A clear verbal caution delivered privately. The behaviour is recorded on iSAMS. A seat move or other reasonable adjustment may support reflection and re-engagement.
Stage 4	A reflection time where there has not been significant improvement or where a more serious isolated incident has occurred. Recorded on iSAMS and parents contacted. Reflection is used for a restorative conversation and/or personalised Thrive work.
Stage 5	Where significant improvement is not seen, the student is enrolled on the personalised Thrive programme. This may involve the student, parents, Head of Year, Head of Department, Secondary Leadership Team and school counsellor as required.
Stage 6	For a serious incident, or where behaviour has not improved after Stage 5, the Head of Secondary, in consultation with the designated senior pastoral leader and Head of Year,

	determines the appropriate consequence. Behaviour is recorded and parents are contacted.
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Secondary thresholds and outcomes

Stage	Indicative reasons	Possible outcomes
1	Poor focus/attitude; manners/values below DBSJP standards; missing/incomplete homework; pushing boundaries; lateness; uniform; incorrect/forgotten equipment	Stage 1: gentle encouragement. Stage 2: private reminder of expectations and restorative conversation.
2	Continuation of Stage 1-2 behaviour	Private verbal caution; clear consequence; recorded on iSAMS.
3	Subject: 3 x Stage 3 or 2 x Stage 4 within a half term; across subjects/form: 3 x Stage 3 or 2 x Stage 4; HOY: 6 x Stage 3 or 3 x Stage 4; or continued lack of improvement	After-school reflection; restorative conversation and/or Thrive work; recorded on iSAMS; parents notified.
4	No significant improvement over time; more serious isolated incident	Enrolment on Thrive; multi-stakeholder support. Potential consequences can include official warnings, community service, report, one-to-one support, apology, leadership/counsellor meeting, in-school suspension, fixed-term exclusion (up to 3 days), and KHDA notification where appropriate. Recorded on iSAMS; parents notified.
6	Serious incident or no improvement after Stage 5; including discrimination, persistent bullying/intimidation/aggression, prohibited/illegal substances, inappropriate material, online bullying during school hours, assault, aggression/abuse towards staff	Principal/Head of Secondary and pastoral leadership determine the response. Sanctions may include community service, removal of privileges, official warning/behaviour contract, in-school isolation, fixed-term exclusion (up to 3 days), KHDA involvement, or permanent exclusion with KHDA approval. Recorded on iSAMS or CPOMS as appropriate; parents invited to a meeting.

Examples of behaviours by stage

The examples below are not exhaustive. The existing Secondary policy states that the final decision about the stage and steps used lies with the Head of Secondary.

Stage	Examples
Stage 2	Missed deadline; lack of equipment/uncharged laptop; punctuality; calling out or inappropriate comments; not attempting work; continually talking; incorrect uniform; chewing gum. These examples follow Stage 1 and Stage 2 responses.
Stage 3	Repeated non-completion of homework/coursework; repeatedly not following instructions; defiance; throwing something or using equipment unsafely; repeatedly missing deadlines.

Stage 4	Persistent behaviour not aligned with DBSJP values and ethos; unsafe behaviour; persistent failure to follow instructions; persistent disrespect; bullying; persistent failure to meet deadlines where evidence is recorded; first-time truancy; first-time aggression.
Stage 5	Discrimination including racism; persistent bullying/intimidation/aggression; possession/use/distribution of prohibited or illegal substances or items including vaping; possessing/sharing illegal or inappropriate material; online bullying/intimidation during school hours; assault; aggression/abuse towards staff; repeated truancy.

Serious incident process

Where a Stage 5 incident is issued, the current Secondary policy requires the following actions:

- Relevant senior leaders are made aware;
- Where there is a risk of harm to a student, other students or staff, the student is removed from circulation immediately;
- Where possession of prohibited substances or items is suspected, any search is conducted by Authorised senior staff with an additional observing member of staff, privately and sensitively;
- Statements are taken from students directly involved and relevant staff;
- Statements may also be taken from bystanders where appropriate;
- CCTV is requested where relevant;
- Parents of those involved are contacted.

Vaping process

Offence	Response
1st offence	Parents notified and one day of internal isolation with appropriate reflection activities.
2nd offence	Two-day external exclusion and a recommendation to seek professional help to stop vaping.
3rd offence	A further two-day external exclusion and a requirement for a clinician's report verifying participation in an addiction programme.
4th offence	The school reserves the right to seek KHDA approval for permanent exclusion.

The Secondary policy also states that the school may conduct bag searches where there is suspicion of vaping. Searches are to be conducted privately and sensitively. Vaping equipment found is confiscated and destroyed.

Implementation principles

- Consistency does not mean identical responses in every circumstance; it means applying the same values, language, expectations and decision-making principles fairly.
- Age, additional needs, context, severity, frequency, impact and prior support should inform the response to behaviour.
- Positive recognition and relationships remain central even when consequences are required.
- Students should understand what happened, what impact it had, what needs to be repaired and what successful behaviour looks like next time.
- Phase procedures are different by design, but the culture is one school: Ready, Respectful, Responsible; Enjoy, Aspire, Achieve.

Appendix 1

Primary Behaviour Flowchart

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

