



## Emirates International Primary School - Jumeirah

### Primary School Behaviour Policy

2019-2020



#### Values and Beliefs

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately. We give children choices and make it clear as to the consequences of the choices they make. We believe children have rights and responsibilities

Students have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other. However, we recognise by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Staff will use their professional judgment on how a student's behaviour will be sanctioned or rewarded. This judgement should be based on the severity of the behaviour and the behaviour history of the student.

## Positive Reinforcement and Rewards

### PYP Learner Attitudes

The school talks about the PYP attitudes regularly and how these are reflected in childrens' behaviour.

### Essential Agreements

Each class create their own set of essential agreements at the start of each academic year. The rules/agreements are worded positively, are an integral part of every class, and may change and evolve over the year.

<p><b><u>Appreciation</u></b> I am thankful!</p> 	<p><b><u>Enthusiasm</u></b> I am excited!</p> 	<p><b><u>Cooperation</u></b> I work with others!</p> 	<p><b><u>Creativity</u></b> I can make it better!</p> 
<p><b><u>Confidence</u></b> I know I can!</p> 	<p><b><u>Commitment</u></b> I will not give up!</p> 	<p><b><u>Curiosity</u></b> I wonder!</p> 	<p><b><u>Integrity</u></b> I tell the truth!</p> 
<p><b><u>Empathy</u></b> I know how you feel!</p> 	<p><b><u>Tolerance</u></b> I accept others!</p> 	<p><b><u>Independence</u></b> I can do it by myself</p> 	<p><b><u>Respect</u></b> I am polite!</p> 

### Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, house captains and sports leaders, as well as through the school council. These roles will be allocated by teachers and SLT.

### Curriculum

At EISJ we strongly believe the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. School encourages systems and routines to keep well ordered classrooms. The values and school rules are reinforced by:

- Giving clear and concise directions to children so misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action
- Stickers - given out by teachers, TA's and supervisors for effort with work and behaviour, and achievement in work. Taken home to be shared with parents/carers
- Achievement certificates will be awarded to students each week in assemblies

## **Inappropriate Behaviour**

At EISJ we will not tolerate behaviour which impacts on other peoples' learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

When a child behaves inappropriately, the decisions made by the adults must not be led by the childrens' demands/behaviour.

An example of this may be:

- **A reminder given on what is expected, what rule they are breaking and what choices they have.**
- **Miss part of break and/or lunchtime**
- **Spend their entire lunch break in the Reflection room**
- **Removal to a partner class (Agreed between teachers) for a set amount of time with work to complete – class teacher to inform parents**
- **Sent to Dean of Students – parents informed by phone or letter. (Possibility of being invited in.)**

### **EY**

#### **Inappropriate Behaviour**

In EY we follow the same principles as in the rest of the primary school, however the steps have been simplified for the younger children.

An example of this maybe:

- **A reminder given on what is expected, what rule they are breaking and what choices they have.**
- **The child will have 5 minutes 'thinking time' in class.**
- **They will be sent to EY Coordinator (or to another class) for 5 minutes thinking time and they will sit out at playtime for 5 minutes**
- **If any 'stage three' behaviour is witnessed, they will be sent to Dean of Students – parents informed by phone or letter. (Possibility of being invited in.)**

If within the agreed system, the sanction is to lose first break time, it is the class teacher's responsibility to supervise children in their classroom.

Children are not to be left sitting outside the staffroom/classroom.

The above model may not be suitable on all occasions; for instance where a child is deliberately putting themselves or others at risk or physically hurting anyone, it may be necessary to involve the Dean of Students immediately.

Children will be asked to sit in **the 'thinking zone'** for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of break time, they will then need to be collected by their class teacher who will then follow up the incident once back in class.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact, then an Individual Behaviour Plan may be drawn up and the following actions may occur.

- Discussion between teacher/child/parent - agreeing on targets for behaviour
- Isolation in school
- Child excluded from lunchtimes (If lunchtime related)
- Child reduced to a part time timetable
- Fixed term exclusion
- Permanent exclusion

It can only be the decision of a member of SLT to suspend a child or reduce a pupil's timetable.

It may also be necessary to involve others, such as the School Counsellor and Educational Psychologist

Children who display significant and /or persistent behaviour difficulties will be placed on the Special Needs Register and supported and monitored as appropriate.

In some instances, it may be necessary to restrain a child if it is felt either the child or other childrens' safety is at risk. If, while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Head of School and the Dean of Students so they can take necessary action.

### **Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour**

At all times your behaviour will have a big impact on how the children will respond to you and others.

We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.

We are always respectful of others; never belittle, humiliate or deliberately embarrass children.

Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.

If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation. Use Physical intervention as a last resort.

Don't greet a child's anger with you own, be calm and rational .

When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.

Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important these are not viewed as rewards which can be associated with poor behaviour.

### **Pupils of determination students**

Students who are on the SEND register who display at risk behaviour in any form will follow protocol listed below:

	<b>Behaviour</b>	<b>Appropriate Sanctions</b>	<b>Comments</b>
<b>Stage 1</b>	<b>Annoyances</b> <b>Calling out</b> <b>Wandering about classroom</b> <b>Running in the school building</b> <b>Ignoring minor instructions</b> <b>Silly noises/Minor Annoyances</b> <b>Pushing in the line</b> <b>Talking during silent work</b> <b>Minor Playground Incidents</b>	<b>Eye contact</b> <b>Reminders</b> <b>Verbal telling off</b> <b>Statement of inappropriate behaviour and consequences for repeating it</b> <b>Change of seating</b> <b>Name written on board</b> <b>5 Minute playground cool Down period</b> <b>Tactically ignore</b>	<b>Not recorded</b> <b>No other staff members involved</b> <b>Teachers on duty</b> <b>Deal with playground incidents After 3 repetitions within a small time frame then move to stage 2</b>

<b>Stage 2</b>	<b>Repeated stage 1 behaviour</b> <b>Deliberate disruption</b> <b>Accidental damage through carelessness</b> <b>Minor challenge to authority</b> <b>Repeatedly annoying other children</b> <b>Playground skirmish</b> <b>Harming someone</b> <b>Damage to school/pupil property</b>	<b>Child to be separated from class group 5 - 20 minutes</b> <b>Repair/clean-up of damage</b> <b>Sent to Year group leader</b>	<b>Incidents recorded on Prodigy</b> <b>Parental contacted if needed</b> <b>Reported to Year Coordinator</b> <b>Repeated incidents within a short time frame to be reported to Dean of students</b> <b>Repeated and more serious incidences in the playground – possible referral to counsellor</b>
<b>Stage 3</b>	<b>Repeated Stage 2 Behaviour</b> <b>Leaving class without permission</b> <b>Deliberate rudeness to adults</b> <b>Harmful/offensive name calling/Directed swearing at another child</b> <b>Bullying</b> <b>Running out of the classroom or school</b> <b>Verbal physical abuse to any staff</b> <b>Extreme danger or violence towards staff and themselves</b> <b>Very serious challenge to authority</b> <b>Stealing</b> <b>Serious fighting &amp; intentional physical harm to other children</b>	<b>Immediately notify Dean of Students/School counsellor</b> <b>Parents are notified</b> <b>Possibility of child sent home</b> <b>Possibility of exclusion from 1-3 days</b> <b>(all sanctions will be at the discretion of the school)</b>	<b>Incidents recorded on Prodigy</b> <b>Parental contacted</b> <b>Reported to Year Coordinator</b> <b>Repeated incidents within a short time frame to be reported to Dean of students</b> <b>Repeated and more serious incidences in the playground – possible referral to counsellor</b>

<b>Early Years</b>			
	<b>Behaviour</b>	<b>Appropriate Sanctions</b>	<b>Comments</b>
<b>Stage 1</b>	<b>Annoyances</b> <b>Calling out</b> <b>Wandering about classroom</b> <b>Running in the school building</b> <b>Ignoring minor instructions</b> <b>Silly noises/Minor Annoyances</b> <b>Pushing in the line</b> <b>Talking during silent work</b> <b>Minor Playground Incidents</b>	<b>Eye contact</b> <b>Reminders</b> <b>Verbal telling off</b> <b>Statement of inappropriate behaviour and consequences for repeating it</b> <b>Change of seating</b> <b>Name written on board</b> <b>5 Minute playground cool</b> <b>Down period</b> <b>Tactically ignore</b>	<b>Not recorded</b> <b>No other staff members involved</b> <b>Teachers on duty</b> <b>Deal with playground incidents</b> <b>After 3 repetitions within a small time frame then move to stage 2</b>
<b>Stage 2</b>	<b>Repeated stage 1 behaviour</b> <b>Deliberate disruption</b> <b>Accidental damage through carelessness</b> <b>Minor challenge to authority</b> <b>Repeatedly annoying other children</b> <b>Playground skirmish</b>	<b>Child to be separated from class group 5 - 20 minutes</b> <b>Repair/clean-up of damage</b> <b>Sent to EY Coordinator</b>	<b>Incidents recorded on Prodigy</b> <b>Parental contacted if needed</b> <b>Reported to Year Coordinator</b> <b>Repeated incidents within a short time frame to be reported to Dean of students</b>

	Harming someone Damage to school/pupil property		Repeated and more serious incidences in the playground – possible referral to counsellor
Stage 3	Repeated Stage 2 Behaviour Leaving class without permission Deliberate rudeness to adults Harmful/offensive name calling/Directed swearing at another child Bullying Running out of the classroom or school Verbal physical abuse to any staff Extreme danger or violence Very serious challenge to authority Stealing Serious fighting & intentional physical harm to other children	Sent to EY Coordinator Sent to Dean of Students Possibility of child sent home (all sanctions will be at the discretion of the school)	Incidents recorded on Prodigy Parental contacted Reported to Year Coordinator Repeated incidents within a short time frame to be reported to Dean of students Repeated and more serious incidences in the playground – possible referral to counsellor

YEARS 1 - 6			
	Behaviour	Appropriate Sanctions	Comments
Stage 1	Annoyances Calling out Wandering about classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/Minor Annoyances Pushing in the line Talking during silent work Minor Playground Incidents	Eye contact Reminders Verbal telling off Statement of inappropriate behaviour and consequences for repeating it Change of seating Name written on board 5 Minute playground cool Down period Tactically ignore	Not recorded No other staff members involved Teachers on duty Deal with playground incidents After 3 repetitions within a small time frame then move to stage 2
Stage 2	<i>Repeated stage 1 behaviour</i> Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, offhand comments	Separation from the rest of the class within classroom Writing a letter of apology during playtime/breaktime Child to be separated from class group 5 - 20 minutes	Peer Mediators Teacher on duty to report playground incident to class teacher Repeated incident within a short time frame to be reported to Year Coordinator

	<p>Minor challenge to authority  Minor, non-directed swearing  Repeatedly annoying other children  Playground skirmish  Spitting</p>	<p>Lunchtime/playtime detentions to complete unfinished work/complete pupil behaviour sheet  Repair/clean-up of damage  Losing Golden Time</p>	<p>Repeated incidences in the playground – <i>consider</i> social skills groups to prevent escalation (school counsellor)  Repeated incidences – refer to Dean of Students for discussion</p>
Stage 3	<p><i>Repeated Stage 2 Behaviour</i>  Deliberately throwing small objects with intention of harming or breaking them.  Harming someone  Damage to school/pupil property  Leaving class without permission  Repeated refusal to do set tasks  Deliberate rudeness to adults  Harmful/offensive name calling/Directed swearing at another child  Bullying  Less serious playground incidents/fighting</p>	<p>Informal contact with parents by class teacher  Separation from the rest of the class - external from classroom  Writing a letter of apology during playtime/breaktime  Behaviour chart/Behaviour log monitored by Grade coordinator or Dean of Student  Internal exclusion  Withdrawal from whole school events e.g. trips  (all sanctions will be at the discretion of the school)</p>	<p>Incidents recorded on Prodigy  Parental contact recorded  Reported to Year Coordinator  Repeated incidents within a short time frame to be reported to Dean of students  Repeated and more serious incidences in the playground – definite referral to school counsellor</p>
Stage 4	<p><i>Repeated Stage 3 Behaviour</i>  Repeatedly leaving the classroom without permission  Fighting in the classroom  More serious playground incidents/fighting  Serious fighting &amp; intentional physical harm to other children  Throwing large dangerous objects  Serious challenge to authority  Verbal abuse/swearing to any staff or parent  Bringing the school into disrepute e.g. on public transport, road.  Vandalism/Graffiti  Stealing  Persistent bullying  Racist incidents  Truancy  Malicious or inappropriate use of new technologies (see also ICT/BYOD policy)</p>	<p>Formal telephone call/contact/letter/ meeting with parents.  Possible recompense for damaged property from parent  School 'community service'  Behaviour chart/Behaviour log monitored by Grade coordinator or Dean of Students  Daily home school behaviour book  Possible denial of technology access rights  Possible fixed term suspension days  Withdrawal from whole school events e.g. trips  Internal exclusions  (all sanctions will be at the discretion of the school)</p>	<p>Requires immediate involvement of Head of Primary /Dean of students  Student assessed by educational psychologist  If persistent place on SEN register  Involvement of outside agencies  Incidents recorded on Prodigy  Parental contact recorded</p>
Stage 5	<p><b>Repeated Stage 4 Behaviour</b>  <b>Extreme danger or violence</b>  <b>Very serious challenge to authority</b>  <b>Verbal / physical abuse to any staff</b>  <b>Running out of school</b>  <b>Possession of a weapon considered to be dangerous by an adult</b>  <b>Smoking</b></p>	<p><b>Immediate suspension fixed term</b></p>	<p><b>Requires immediate involvement of Head of Primary/Dean of Students</b></p>

