



2017-18 BEHAVIOUR MANAGEMENT AND PROTOCOLS

Aim:

To enable students to reach their true potential through a supportive environment, which encourages students to develop the attitudes found in the IB Learner Profile. The school is dedicated to creating a positive learning environment for all. The school expects all students to be positive contributing members to the school community, with respect towards other students and to teaching staff.

GUIDING PRINCIPLES FOR BEHAVIOUR MANAGEMENT

The management of student behavior at EISJ is based on the following principles that guide all decisions on how to approach problems with behavior.

1. **Individualism:** All students are individuals and respond to different situations in different ways. A blanket punitive measure on a particular type of behavior is never effective. Why has this *particular student* behaved in this way and why? What might be the best course of action? We consider all circumstances before deciding what is best for the student.
2. **Strengths:** We create the conditions for students to see and feel real success. Student's interests and strengths are identified from the start and incorporated into their learning to ensure a sense of positive participation and fulfillment.
3. **Students achieve when they can:** No healthy student wants to fail or to get into trouble, but behavior is a skill. We need to model and teach good behavior to the individual. We support and teach academically and we must support and teach behaviorally, not just punish. That is not to say that sanctions can't be applied (sometimes they must) but we must always ask the question, will these help the student do better in the future?
4. **Belonging:** We all need to belong. How are we fostering a sense of belonging both in and out of the classroom?
5. **Self-Motivation:** It has been noted several times that giving carrots and sticks for behavior simply makes students good at getting carrots and sticks. To create long-term success, we must foster an environment that builds self-motivation. Students doing the right thing because it is the right thing to do.
6. **Everyone makes mistakes:** We all make mistakes. But we need to take responsibility for them, make things right, and work to ensure the same mistake doesn't happen twice. Students

need to grow behaviorally as they grow academically. It's very rare for any student to receive a 7 in any subject without guidance, nurturing and being able to recognize where they have gone wrong. Behaviour is no different.

Property and Body Searches: In cases where the school suspects students have items deemed dangerous to the student or other students in their possession, EIS-J reserves the right to search a student's locker, bag and belongings. Students may be asked to empty contents of their pockets. Searches of this type will be carried out by a senior member of staff. Male staff will conduct searches of male students only and female staff members will only conduct searches of female students.

Behaviour Management Guidelines The following table is designed to *guide* staff members in dealing with probable behaviour issues. The list of infractions is not exhaustive. It should be noted that the behaviours noted are not acceptable for EIS-Jumeirah students.

| Misdemeanor. | Behaviour | Consequence(s). Some all actions may be taken. Those in bold are expectations. |
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| Level 1. Teacher/ Duty Teacher. | Suggested guideline.... (3 or more infractions of any below should be referred to the HOD/HOY) | |
| | Homework late/not done | Time out of class arranged to make up work (eg lunchtime or afterschool) Parent notified, note on prodigy. |
| | Inattentive/inactive in class | Verbal reset, conference with teacher, restating task and expectations, moving to a place in class where student is less likely to disrupt others. |
| | Failing to bring correct equipment to class. | Note to parent, note on Prodigy, |
| | Using language to exclude or insult (Bullying) | Verbal warning, note to parent, FYI to HOY, reflection session write letter of apology. Note on Prodigy. |
| | Late lesson (up to 3 times) | Make up time missed at break or lunchtime. Note on prodigy, Reflection following 3X late. HOD notified |
| | Inadequate uniform | Warning and 24 hour grace period... Send to HOY to get a note. Note to parent, note on prodigy, FYI to HOY |
| | Chewing gum | Asked to place in rubbish Repeated.. Lunchtime reflection (teacher driven) |
| | Poor lesson attendance | Note to Parents and HOD, FYI to HOY |
| | Repetition of any of the above | Parent contact, parent meeting, note on Prodigy. FYI to HOY |
| Unauthorized or inappropriate use of mobile phone during school time. | Mobile phone taken from students and given to HOY. | |
| Level 2 HOY, HOD | In all instances below; Form Tutors must be notified, Incidents must be recorded on prodigy, Parents informed, Student discussed at year level meeting. | |
| | Graffiti/defacement of property (vandalism) | Contact HOY. Suggestions: Reflection, suspension, pay for repair/replacement, restorative action writing letters doing work in the teacher's classroom. Doing activities to improve the school environment. |

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| | Abuse of BYOD/network. Sharing of images (without permission) of others, Not following media etiquette, defamatory comments, | Contact HOY. Suspension (internal or external), confiscation of device for a given period, loss of device privileges. Parental contact is imperative. Possible police action. |
| | Further repetition of conduct in (1) after teacher Interventions have been unsuccessful. | Contact HOY Suggestions: Setting up SST, reflection periods internal/external, parent meeting, positive behaviour report, set up behaviour contract. |
| | Truancing/skipping class, including late arrival and or early departure. | Contact HOY. Suggestions, reflection (After school), suspension (internal/external), make up time missed, loss of lunch and break privileges. Daily attendance report (signed by HOY and Parent) Saturday School. |
| | Defiance and Disrespect of a member of staff | Contact HOY + HOD. Suggestions: Parents notified, suspension, removal/suspension from class, form change, restorative action writing letters doing work in the teacher's classroom. Doing activities to improve the school environment. |
| | Non premeditated or premeditated: Physical, verbal or sexual harassment/bullying or intimidation. | Contact HOY. Parents contacted, suspension internal/external < 2 weeks, Positive behaviour report. Premeditated actions will be dealt with much more seriously... sanctions may include suspensions and probation reports. |
| | Attendance issues | Contact HOD... if continued HOY. Suggestions: reflection, Saturday School if excessive (30+ late or less than 85% attendance). |
| | Plagiarism/cheating | Contact HOD +DP + Relevant IB Coordinator. Suggestions: Repeat work, score zero, parents notified, suspension (internal/external), May be referred to KHDA |
| Level 3 | In all instances below; Form Tutors must be notified, Incidents must be recorded on prodigy, Parents informed, Student discussed at year level meeting. Repeated Level 3 behaviours will result in a Probationary agreement being generated between the Student, family and School. | |
| | Unsatisfactory term academic progress | Contact Relevant IB coordinator HOD. Meet with parents, academic review, HOD subject report, Set up SST, Meet with DP, Instigate learning support programme |
| | Violent/obscene behaviour | Contact DoS, Suggestions: Suspension <3 weeks, instigate anger management/ conflict resolution programme, meet with parents |
| | Possession/use of alcohol/solvent abuse/smoking/ substance abuse. | Contact DoS, Suggestions: Suspension <3 weeks, meet with parents, |
| | Theft | Contact DoS, Suggestions: Suspension <3 weeks. |
| | Possession/use of offensive weapon | Contact DoS, Suggestions: Suspension <3 weeks, instigate anger management/ conflict resolution programme, meet with parents |
| | Breaking local law(s) | Contact DoS, Suggestions: Suspension <3 weeks, |
| | Plagiarism at IBDP/IBCP level | Contact HOD +DP + Relevant IB Coordinator. Suggestions: Repeat work, score zero, parents notified, suspension (internal/external), |
| | Persistent repetition of conduct in (2 and 3) | Repeated Level 2 and 3 behaviours will result in a Probationary agreement being generated between the Student, family and school outlining conditions to allow students to remain at EIS-J. may involve being asked to leave EIS-J or referred to KHDA for further action. Level 3 students may be referred for counselling by HOY after an initial meeting with the student. |
| SPECIAL NOTE: | | |

Students exhibiting persistent repetition of disruptive conduct can and will be asked to leave the school in order to find a new environment more suitable for their needs. The school reserves the right to report to the KHDA any student whose continued misbehaviour adversely affects the learning of others.