

مدرسة الإمارات الدولية - ميدوز  
Emirates International School - Meadows



# Behaviour Policy

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## **Behaviour Policy Rationale**

Emirates International School Meadows (EISM) is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

### **Aim of the behaviour policy**

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide of expected levels of behaviour for our learning community
- To provide a consistent and calm approach at all times
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- A focus will be upon restorative approaches instead of punishments/sanctions

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Take time to welcome students at the start of the day both on corridors and in classrooms
- Be at the door of their teaching rooms at the beginning and end of each lesson to meet and greet/say goodbye to all students
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'
- Staff to adopt the "*my classroom, my responsibility, my consistency*" approach at all times.

### **The Principal and Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/emails and certificates/stickers (age appropriate)
- Ensure staff training needs are identified and targeted
- Use of behaviour and Approaches to Learning data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

### **Members of staff who positively manage behaviour will:**

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

### **Students want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

## **Behaviour for Learning**

### **EISM principles: 'Be Ready, Be Respectful and Be Safe'**

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our Leadership Team have set out the rules, relentless routines and visible consistencies that all students and

staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Students are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

EISM has three simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke Individual Educational Plans (IEP) which may include rewards to reinforce positive behaviour.

## Behaviour for Learning in Action

### Stepped boundaries

Stepped Boundaries - Gentle approach, use student's name, go to student level, maintain eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Ready, Respectful, Safe)            You now have the chance to make a better choice            Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are not following our school rule of being safe. Please walk. Thank you for listening.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you.            You will need to reflect on this behaviour at...</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),            Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and completed it? That is what I need to see today. Thank you for listening.'</b></p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)            Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p>

	<p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p><b>*Do not</b> describe student's behaviour to other adults in front of the student – if required state the issue then continue to deal with the matter calmly using the correct language/tone and manner*</p>
<p>4. FOLLOW UP – REPAIR &amp; RESTORE</p> <p><b>Log on Behaviour Incident Form &amp; contact home</b></p>	<p>What happened? (Neutral, dispassionate language.)</p> <ol style="list-style-type: none"> <li>1. What were you feeling at the time?</li> <li>2. What have you felt since?</li> <li>3. How did this make people feel?</li> <li>4. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>
<p><b>Remember- it is not the severity of the sanction; what is most important is that follow up takes place.</b></p>	

## Sanctions

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- Never apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help to ensure that students and staff feel supported and secure
- Sanctions should be in line with the appropriate stage on the Primary School Behaviour Ladder (Appendix C)/ High School Levels of Consequence (Appendix D)

## Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the student.

## Adult strategies to develop excellent behaviour

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

## Language around behaviour

### Primary School

The Zones of Regulation programme is used to support students in recognising their emotions and promote positive wellbeing and behaviours. The school believes in a restorative and value driven approach to behaviour. This approach means every child has a time to stop and reflect on their behaviour and its consequences, good or bad. To support this every classroom displays The Zones of Regulation and children are supported in using these when reflecting on their behaviour and how they are feeling.

At EISM, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as "the student is being rude", "the student

is just a naughty child” are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the student. The class/subject teacher should conduct conversations around behaviour in the first instance; all incidents from level 1 to 4 are recorded on M School incidents from stage 4 onwards should be logged on a Behaviour Incident Form by the staff member responsible.

### **High School**

All High School students are aware of the Behaviour Ladder and, just like in Primary School, the opportunity is given for students to ‘stop and reflect’ on their behaviour before incidents escalate. There is a hierarchy in place whereby subject staff will engage with students that demonstrate ‘low level’ behavioural issues, using the same conversational approach as Primary staff (Level 1). If issues persist (into Level 2 and beyond) then the hierarchy comes into effect whereby Subject Leaders, Year Leaders and Head of Pastoral intervene to ensure positive change. All incidents from level 2 to 5 are recorded on M School, incidents from level 3 onwards should be logged on a Behaviour Incident Form by the staff member responsible.

### **Extreme behaviours**

Some students exhibit particular behaviours based on experiences and modelling behaviour that has been witnessed. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many students they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual student. These students will have bespoke ‘Individual Education Plan (IEP).

The school will record all serious behaviour incidents using a Behaviour Incident Form and ensure all information is logged with our all relevant departments and appropriate plans are put into place.

### **Physical and emotional harm**

#### **Primary School**

We operate a zero tolerance to behaviour causing physical or emotional harm: this includes any form of physical contact that may/does cause harm to others. To ensure incidents are dealt with in an appropriate manner we have a Behaviour Ladder which escalates specific types of behaviour. These are broken down in to:

- EY1 - Year 1
- Year 2 - 6

The Behaviour Ladder can be found in Appendix C. Any incident of such behaviour which requires medical attention would be fully recorded and investigated using a Serious Incident Report (SIR form), this can be found in Appendix B. A behaviour incident which does not require urgent first aid would be recorded using a Behaviour Incident Form.

#### **High School**

These zero tolerances extend into the High School, whereby any student that causes ‘any form of emotional distress towards another student’ finds themselves in a situation where it is treated as an immediate Level 4 offence. This is dealt with in line with the levels of consequence and after consultation with the School Principal with regards to the sanction that comes about (be it an internal or external exclusion from lessons). Such instances see the SIR form completed and see parents attend School (with their child) for a reintegration meeting before the student is able to return to normal classes.

If there is a level 4 or 5 offence where it is deemed necessary for a student to be excluded from lessons (also see below – ‘Exclusions from Lessons’), a half day internal exclusion will usually come about for a first offence. If the student were to re-offend for the same type of offence, then a full day internal exclusion would come about. A third instance would result in a one-day external exclusion and a ‘warning letter’ issued by the Principal to the parents. Parents are then very much aware that a further (fourth) incident will lead to a ‘final warning letter’ and a three-day external exclusion. It is at this point that parents are aware that reoffending a fifth time will result in the likelihood of permanent exclusion.

### **Exclusions from Lessons**

Suspensions will occur following extreme incidents at the discretion of the School Principal. Fixed-term suspensions will be enforced under these conditions:

- The student needs time to reflect on their on-going persistent poor behavioural choices
- Physical or emotional harm to others

We understand that, throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Application**

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. an incident involving a Student of Determination or an incident during swimming, Science and PE but the same principles of promoting good behaviour through the policy will always apply.

### **Links to other policies**

More Able

Admissions

Learning & Teaching

Inclusion

Assessment

## Appendix A – Behaviour Incident Form

### Behaviour Incident Form (NOT requiring medical attention)

#### Section 1

<b>Form completed by</b>		<b>Date</b>	
<b>Position</b>		<b>Time</b>	
<b>Date(s) and time the incident started / occurred</b>		<b>Location/s of incident</b>	
<b>Child/ren's Names (specify if alleged perpetrator or victim)</b>			<b>Any other staff involved</b>
<b>Any additional impacts on others (consider children and staff)</b>			

#### **Section 2a - Behaviour Incident Type (Primary staff only) – Please tick the appropriate boxes below**

<b>Unsafe Behaviour (L4)</b>		<b>Fighting (L5)</b>	
<b>Unexpected words – Not swearing (L4)</b>		<b>Swearing (L5)</b>	
<b>Unkind hands or feet (L4)</b>		<b>Damage to property (L5)</b>	
<b>Refusal (L4)</b>		<b>Physical aggression (L5)</b>	
<b>Leaving a classroom without permission (L4)</b>		<b>Serious disruption (L5)</b>	
<b>Bullying (L5)</b>		<b>Absconding (L5)</b>	
<b>Discriminatory Language (L5)</b>		<b>Other (please state below):</b>	

#### **Section 2b Behaviour Incident Type (High School staff only) – Please tick the appropriate boxes below**

<b>Smoking/Vaping on site (L5)</b>		<b>Fighting/Physical aggression (L5)</b>	
<b>Being in possession of cigarette/vape (L5)</b>		<b>Disrespectful/Abusive Language (L5)</b>	
<b>Accessing incorrect washroom (L3)</b>		<b>Damage to School/Student property/environment (L5)</b>	
<b>Refusal (L4)</b>		<b>Disrespectful words (L4)</b>	
<b>Leaving a classroom without permission (L4)</b>		<b>Serious disruption (L4)</b>	
<b>Academic misconduct (L4)</b>		<b>Absconding (L5)</b>	
<b>Racial/Cult.. intolerance causing distress (L4)</b>		<b>Other (please state below):</b>	

**Section 3: Description of Behaviour Incident – Please include clarified detail, including events leading up to the incident, allegations and any other key information**

*What happened? Write factually.*

*How did the staff intervene? How did the child/ren respond? Was the situation resolved? List any actions taken.*

**Reflection and Review.**  
*How will a repeat of the situation be avoided, where possible?  
 How will any outstanding issues be monitored?*

**Section 4:**

**What de-escalation strategies/techniques were used? – Please tick all that are appropriate.**

<b>Compromise</b>	<input type="checkbox"/>	<b>Planned ignoring</b>	<input type="checkbox"/>	<b>Time out directed</b>	<input type="checkbox"/>
<b>Distraction</b>	<input type="checkbox"/>	<b>Zones of regulation</b>	<input type="checkbox"/>	<b>Consequences</b>	<input type="checkbox"/>
<b>Defusing</b>	<input type="checkbox"/>	<b>Time out offer</b>	<input type="checkbox"/>	<b>Change of face</b>	<input type="checkbox"/>
<b>Appropriate Humour</b>	<input type="checkbox"/>	<b>Change of location</b>	<input type="checkbox"/>	<b>Removal of audience</b>	<input type="checkbox"/>
<b>Adult's Proximity to the child (proximity control)</b>	<input type="checkbox"/>	<b>Disengagement – e.g. guiding child away from the environment</b>	<input type="checkbox"/>	<b>Movement break/sensory circuit/heavy work</b>	<input type="checkbox"/>
<b>Verbal advice/support</b>	<input type="checkbox"/>	<b>Change of task</b>	<input type="checkbox"/>	<b>Rule reminders</b>	<input type="checkbox"/>
<b>Other (please state below)</b>	<input type="checkbox"/>	<b>Choices</b>	<input type="checkbox"/>		<input type="checkbox"/>

**Section 5: Checklist**

**Please tick all that are applicable**

<b>I have informed the Homeroom teacher(s)</b>	<input type="checkbox"/>	<b>I have referred as a Child protection issue</b>	<input type="checkbox"/>
<b>I have informed the Form tutor(s)</b>	<input type="checkbox"/>	<b>I believe this matter to be closed</b>	<input type="checkbox"/>
<b>I have informed my Line Manager/HOY</b>	<input type="checkbox"/>	<b>I believe further interventions are required</b>	<input type="checkbox"/>
<b>I have informed the Head of Pastoral</b>	<input type="checkbox"/>		<input type="checkbox"/>
<b>I have informed parents (please state how: email / phone call)</b>	<input type="checkbox"/>	<b>I have attached all relevant information / statements etc</b>	<input type="checkbox"/>
<b>Please sign to confirm all statements above:            (multiple signings are fine if required)</b>			



**Head of Pastoral Use Only**

<b>Date Form Received</b>		<b>Signed</b>	
<b>Escalated? (to Head of School/ Principal)</b>		<b>Filed (include date)</b>	
<b>Any Further Notes</b>			

## Appendix B – Serious Incident Form

<b>Person Completing the Report</b>		<b>Position</b>	
<b>Date of Incident</b>		<b>Time of Incident</b>	
<b>Location of Incident</b>		<b>Contact Number</b>	
<b>Details of the person(s) involved in the incident</b>			
<b>Person(s) injured</b>	<b>Year Group/ Class</b>	Written statement made (if yes, attach statement)	
		Yes / No	
		Yes / No	
		Yes / No	
<b>Person(s) who caused the incident</b>	<b>Year Group/ Class</b>	Written statement made (if yes, attach statement)	
		Yes / No	
		Yes / No	
		Yes / No	
<b>Witnesses (if applicable)</b>	<b>Year Group/ Class</b>	Written statement made (if yes, attach statement)	
		Yes / No	
		Yes / No	
		Yes / No	
<b>Factual Description of the event</b> <i>(continue on page 3 if required)</i> <b>(how did it arise / what were the circumstances)</b>			
Was the injured person(s) referred to the School Nurse / Doctor?			Yes / No

Have the parents of the affected been informed?	Yes / No
If Yes, please state who has been contacted.	
Has the Homeroom teacher been informed?	Yes / No
Has any member of PLT been informed?	Yes / No
If No, please state any other member(s) of staff who is aware.	
<b><i>I confirm all of the above to be an accurate account of the event.</i></b> <b>Signed:</b>	

<b>To be completed by the School Nurse / Doctor</b> <i>(separate sheet to be completed for each injured person)</i>				
<b>Name:</b>		<b>Date</b>		
<b>Position:</b>		<b>Time</b>		
<b>Contact Number:</b>				
<b>Details of Injury</b>				
<b>Details of treatment provided (if applicable)</b>				
<b>Type of Treatment (if applicable)</b>				
Ambulance called	Collected and referred to hospital	Collected to be taken home	First Aid applied	Rest
Have the parents of the affected been informed?			Yes / No	
Have the parents received a DHA referral form?			Yes / No	

<i>(if Yes, please ensure a copy is attached)</i>			
Was the injured person an employee?		Yes / No	
If yes: Name of employee		Did it prevent them from working?	Yes / No
<b><i>I confirm all of the above to be an accurate of the event.</i></b>			
<b>Signed:</b>			

Further Investigation (if required)			
Name		Date:	
Position		Signed	
Details of Further investigation			
Students spoken with	<i>Name and class</i>	<i>Account (Attach statement if required)</i>	
	<i>Name and class</i>	<i>Account (Attach statement if required)</i>	
Staff spoken with	<i>Name and position</i>	<i>Account (Attach statement if required)</i>	
	<i>Name and position</i>	<i>Account (Attach statement if required)</i>	
<i>All information to be handed to the Head of School to be signed:</i>		<i>Signed:</i>	<i>Date:</i>

## Appendix C – Primary School Behaviour Ladder

	Behaviour	Possible/probable Consequences	Adult responsible	Required actions
<b>R1</b>	Isolated unexpected behaviour	<ul style="list-style-type: none"> <li>Reminder given</li> <li>Make a change</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Duty Teacher</li> </ul>	N/A
<b>R2</b>	Continued / repeated unexpected behaviour	<ul style="list-style-type: none"> <li>Second reminder given.</li> <li>Make a change</li> <li>Time out</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Duty Teacher</li> </ul>	Possible phone call/email home
<b>R3</b>	Persistent unexpected behaviour	<ul style="list-style-type: none"> <li>Time out in a reflection area</li> <li>Make a change</li> <li>Removal of privileges</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher / Duty Teacher</li> <li>Homeroom Teacher</li> <li>Year Leader</li> </ul>	<ul style="list-style-type: none"> <li>Reflection sheet completed by student</li> <li>Behaviour Incident report completed by staff who witnessed and to be sent to Homeroom Teacher</li> <li>Homeroom Teacher to contact home (support from Year Leader as required)</li> <li>Homeroom Teacher to pass Behaviour Incident report (BIF) to Pastoral Lead with outcomes</li> </ul>
<b>L4</b>	<ul style="list-style-type: none"> <li>Unsafe behaviour</li> <li>Disrespectful words</li> <li>Unkind hands and/or feet</li> <li>Refusal</li> <li>Leaving a classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>To be removed from the situation and to spend some reflection time with a member of PLT</li> <li>Possible internal isolation</li> <li>Possible exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher / Duty Teacher</li> <li>PLT Link for Year group</li> </ul>	<ul style="list-style-type: none"> <li>Reflection sheet completed by student(s)</li> <li>Behaviour / Serious Incident form (BIF/SIF) completed by witnessing staff</li> <li>BIF / SIF to be handed to PLT link for the Year Group</li> <li>PLT link to contact home with sanction as applicable</li> <li>PLT link to inform Pastoral Lead and Homeroom Teacher</li> <li>Head of School aware (Principal if required)</li> </ul>
<b>L5</b>	<ul style="list-style-type: none"> <li>Bullying</li> <li>Discriminatory behaviour</li> <li>Fighting</li> <li>Swearing</li> <li>Damage to property</li> </ul>	<ul style="list-style-type: none"> <li>To be removed from the situation and to spend some reflection time with a member of PLT</li> <li>Internal isolation</li> <li>Probable exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher / Duty Teacher</li> <li>Pastoral Lead</li> </ul>	<ul style="list-style-type: none"> <li>Reflection sheet completed by student(s)</li> <li>Behaviour / Serious Incident form (BIF/SIF) completed by witnessing staff</li> <li>BIF / SIF to be handed to Pastoral Lead by Homeroom teacher</li> <li>Pastoral Lead to contact home with sanction as applicable</li> <li>Pastoral Lead to inform Homeroom Teacher, Head of School and Principal</li> </ul>

## Appendix D – High School Levels of Consequence

R1		R2	
Incident	Action	Incident	Action
<p><b>Low Level disruption in the classroom or corridor</b> e.g., use of mobile phone, shouting out, inappropriate language with friends, distracting others, running in the corridor, rough play with friends, littering, incorrect uniform, lack of equipment</p>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Change to seating if appropriate</li> <li>• Record on M-School</li> </ul>	<p><b>Continued display of R1 behaviours after action taken</b></p> <p>Can also include rudeness to students</p>	<ul style="list-style-type: none"> <li>• Student will sit reflection time with teacher recording the incident on M-School</li> <li>• If applicable, refer to procedure for misuse of mobiles in <b>(if student refuses, please inform YL or RGL, who will take over the situation)</b></li> <li>• Send email home to make parents aware</li> </ul>
<ul style="list-style-type: none"> <li>• Class teacher to deal with incidents</li> <li>• Will be recorded on M-School</li> </ul>		<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Record reflection and incident on M-School</li> <li>• Will inform tutor of the incident</li> </ul>	

R3		R4	
Incident	Action	Incident	Action
<p><b>Persistent display of R1-R2 behaviours (Major classroom or corridor disruptions)</b></p> <p><b>Bullying (low level)</b></p> <p><b>Truancy</b></p> <p><b>Rudeness to staff</b></p> <p><b>Missed breaktime reflection</b></p> <p><b>Having or storing tobacco-based products including vapes) in school or in school bags</b></p>	<ul style="list-style-type: none"> <li>• If problem is persistent in your lesson, <b>SLs will be informed &amp; YL will check if issues exist in other subjects</b></li> <li>• Contact will be made home and a meeting (SLs will attend) should be arranged</li> <li>• If behaviour persists in one subject- <b>subject report</b> will be issued for <b>5 lessons</b></li> <li>• If problem is across <b>3 or more subjects</b>, YL will arrange meeting with parents and student</li> <li>• Student will be placed on <b>pastoral report by YL for 1 week- this should be checked each day to discuss results of the report</b></li> <li>• Member/s of staff will complete Behaviour Incident Report for YL</li> <li>• Log all incidents on MSchool</li> <li>• Student will complete reflection form and sign a commitment to change letter</li> </ul>	<p><b>Repeated R3 behaviours</b></p> <p><b>Major bullying (Racist, sexist, physical, cyber)</b></p> <p><b>Smoking, vaping, or use of any tobacco-based products</b></p> <p><b>Theft</b></p> <p><b>Fighting</b></p>	<ul style="list-style-type: none"> <li>• Isolate student/s involved immediately and ask them to write an account of what has happened- They will sign their names and write the date</li> <li>• Witnessing staff to complete <b>a serious incident form</b> and send to YL or PL (attach student statements)</li> <li>• YL will investigate the incident <b>the same day</b> and get statements from anyone else involved/ witnessing</li> <li>• Parents will be informed and called for a meeting to discuss the issues</li> <li>• Consequences to be decided by members of SLT based on the evidence gathered</li> <li>• If suspension is issued YL &amp; PL will meet with student upon return to school to discuss the situation and agree targets for PL report</li> <li>• Student placed on pastoral report which will be shown to YL on a daily basis</li> <li>• Referral to internal school support systems</li> </ul>
Class teacher to inform form tutor, HOD and YL, they will assess if behaviour is across many subjects or isolated to a particular one		Class teacher/ witness to inform YL and PL YL, PL to action as per behaviour ladder	

**R5**

<b>Incident</b>	<b>Action</b>
<p><b>Persistent refusal to follow school rules and disregards for sanctions</b></p> <p><b>Serious fight involving injury</b></p> <p><b>Criminal damage to school equipment or staff personal belongings</b></p> <p><b>Bringing weapons of any kind to school</b></p> <p><b>Continual bullying of student</b></p>	<ul style="list-style-type: none"><li>• Isolate student/s involved and ask them to write an account of what has happened- They will sign their names and write the date</li><li>• Witnessing staff to complete a serious incident form and send to YL or PL (attach student statements)</li><li>• YL will investigate the incident the same day and get statements from anyone else involved/ witnessing</li><li>• Parents will be informed and called for a meeting to discuss the issues</li><li>• External suspension issued from HoS and Principal if deemed necessary</li><li>• Student placed on SLT report card to monitor progress, checked on a daily basis</li></ul>
YL and PL will be informed HoS will make decision regarding suspension and further sanctions	



## Appendix E

### Restorative Questions Crib

This is to be used by all staff when discussing any behaviour incident with a student.

#### Restorative Questions

1. What happened?
2. What were you thinking at the time of the event?
3. How are you feeling?
4. What made you decide that action?
5. Which zone were you in?
6. What have you thought about since?
7. Who has been affected by what has happened?
8. How have they been affected?
9. What do you think now about your actions?
10. What needs to be done right now?
11. How can we/you do things differently in the future?
12. Which zone are you in now?

## Appendix F

The expectation is that all class/specialist teachers in our school use Class Dojo for all the classes they teach. As part of the on-going positive behaviour for learning procedures it is imperative that students be recognised and awarded for their positive contributions in class and around the school, most importantly going above and beyond. Positive awards are given in the form of:

- Dojo points
- Recognition board - link to Approaches to Learning.
- House points

In addition, each day the class aim is to ensure all students earn their place on the recognition board to enjoy the class celebration.

Each week a student will be awarded the ***Student of the Week*** award; this is awarded for Dojo points and recognition of students learning for those students who go above and beyond.

Type of points	Examples of Positive Student Behaviour		Responsibility to award the points
<p><b>Dojo Points</b></p> <p><i>Awarded for positive behaviour</i></p>	<ul style="list-style-type: none"> <li>• Excellent effort</li> <li>• Commitment to learning</li> <li>• Super work</li> <li>• Communicating well within groups.</li> <li>• Improvements made</li> <li>• Excellent listening skills</li> <li>• Following instructions</li> <li>• Being principled amongst friends</li> <li>• Being honest in a difficult situation</li> <li>• Being respectful of everyone</li> <li>• Appreciating that difference of opinions</li> <li>• Showing thoughtfulness towards others</li> <li>• Showing empathy and compassion</li> </ul>	<ul style="list-style-type: none"> <li>○ Excellent home learning</li> <li>○ On time from another lesson</li> <li>○ Sitting nicely</li> <li>○ Helping to tidy up</li> <li>○ Taking risks to join in when you might not feel confident/comfortable</li> <li>○ Overcoming a barrier</li> <li>○ Marvellous manners</li> <li>○ Acts of kindness to others</li> <li>○ Helping others</li> <li>○ Being a role model</li> <li>○ Being helpful</li> <li>○ Following the class Essential Agreement</li> <li>○ Making and reflecting on the right choices</li> </ul>	<ul style="list-style-type: none"> <li>• Class/subject teachers</li> <li>• Duty staff</li> <li>• PLT</li> </ul>

	<ul style="list-style-type: none"> <li>• Caring for the environment</li> <li>• Working well with others who may not usually be your friend</li> </ul>	<ul style="list-style-type: none"> <li>○ Good use of manners and morals</li> <li>○ Making a positive contribution to the happiness of others in my class</li> <li>○ Helping to handle a difficult situation ensuring everyone remains safe and happy</li> </ul> <p>Many others can be created/added depending on the needs of the class</p>	
<b>Recognition of Approaches to Learning (Skills)</b>	This is at the teacher's discretion but must be linked to Atl's, attributes based on the needs of the students/subject/learning.		<ul style="list-style-type: none"> <li>• Class teachers</li> </ul>
<b>House points</b> <i>Awarded for positive contributions made academically</i>	<ul style="list-style-type: none"> <li>• 100% attendance within a week</li> <li>• 100% punctuality within a week</li> <li>• Student with the most Dojo points each week in each class</li> <li>• Excellent use of the IB learner profile</li> <li>• Achievement in inter-class/house competitions (sports/academic)</li> <li>• Outstanding progress (information from Head of Assessment).</li> <li>• 100% attendance within a term</li> <li>• 100% punctuality within a term</li> <li>• Outstanding behaviour</li> </ul>		<ul style="list-style-type: none"> <li>• Class/subject teachers</li> <li>• Head of Assessment</li> <li>• Head of Pastoral Care</li> <li>• SLT</li> </ul>