



**Policy Document on**

# *Behaviour for Learning*

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## Statement of Purpose

Student behaviour and success in learning are inextricably linked. The NAS Dubai Behaviour Policy reflects this by focusing on the encouragement of student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning, underpinned by:

1. High quality teaching
2. A stimulating learning environment
3. Effective rewards and sanctions

Good learning and behaviour stem from quality teaching and effective management of the teaching space. Good behaviour leads to good learning while poor behaviour leads to disrupted and low quality learning.

Inherent in this policy are the following principles of good management of the teaching space:

1. Learning is structured and organised in such a way that high expectations of behaviour and attitude are set and are made clear.

2. A positive climate for learning is established through the use of routines, rules, sanctions and rewards.
3. Lessons are well planned, resulting in students who are engaged in learning through the use of a range of techniques and strategies.
4. Teachers display the high value in which they hold education through their own professional and positive attitudes to students. This can be clearly seen in the way that they model the language of mutual respect, their avoidance of over reaction and confrontation and their capacity to be proactive rather than reactive when dealing with behavioural issues.

It is not the intention of this policy to lay out a set of pre-determined sanctions to fit specific behavioural issues and offences. It is each teacher's professional responsibility to ensure that the behaviour of our students, both in class and around the school, is positive, and that any sanctions applied will be done so in accordance with each teacher's professional judgement.

## Purpose of the NAS Dubai Behaviour for Learning Policy

This policy will create a positive, purposeful teaching and learning environment through:

- enabling all staff to feel confident in their responsibility for the effective management of student behaviour
- encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect
- the provision of opportunities for students to fulfil their potential in both a social and academic context what ever their age, gender, ethnicity, attainment and background
- helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour
- a system of rewards and graduated sanctions for students related to both academic progress and behaviour

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- a system of rewards and graduated sanctions for students related to both academic progress and behaviour

## Parental Role in Behaviour Management

The parental role in behaviour management is summarised in the whole school agreement and signed by parents in each student's Passport. The pertinent section is reproduced below:

### Home School Partnership Agreement

At NAS Dubai we want to work with students, parents, staff and governors to create a school environment that ensures teaching and learning is of the highest quality, where students enjoy the classroom experience and feel intellectually challenged and stimulated. We believe in the importance of equipping students with the values and skills that will help their development and learning for life. We want to build self esteem and confidence and create opportunities where students, parents and staff know that they are valued. We are convinced that this can happen when parents, students and teachers agree to work together in a triangular partnership.

This Home School Agreement is an agreement to work together.

### Agreement

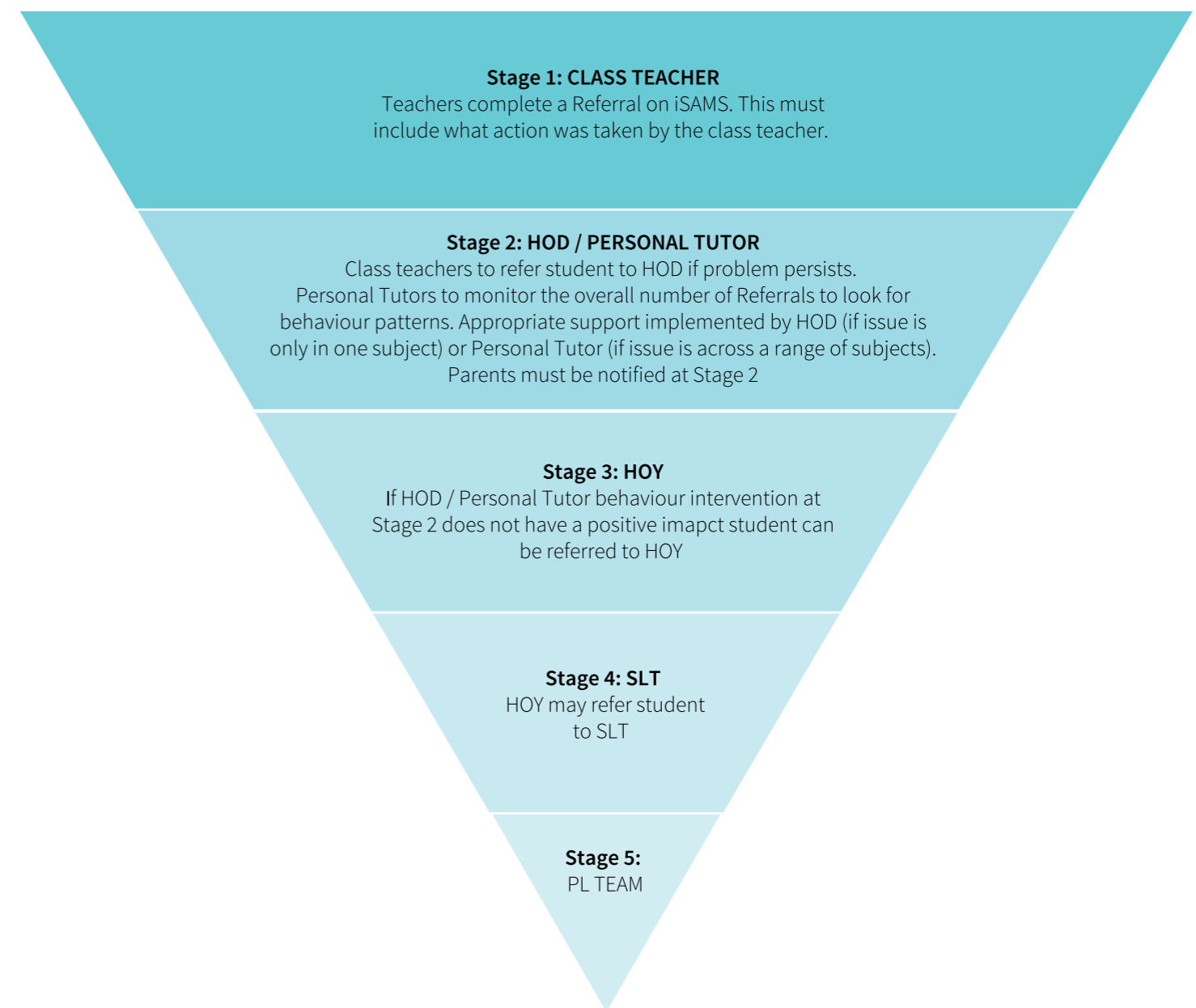
The Parents

I / We shall aim to:-

- Ensure my child attends school regularly, on time, properly equipped and in full school uniform.
- Make the school aware of any concerns which might affect my child's education and welfare.
- Support the school's policies and guidelines for behaviour
- Attend parents' evenings and discussions about my child's progress.
- Become involved with my child's life in school by supporting him/her in areas such as positive behaviour, homework tasks, talking about the school day and signing my child's passport.

## NAS Dubai Behaviour and Academic Referral Process

At NAS Dubai we have a staged approach to tackling concerns regarding a child's behaviour and academic progress and this will be monitored through our referral process as outlined below.



## A Staged Approach to Challenging Unacceptable Behaviour

### Stage 1: Class Teacher

Classroom Teacher should challenge and action:

- Talking out of turn
- Uniform issues
- Lack of effort
- Forgetting equipment / homework
- Wasting time
- Interruptions
- Inappropriate comments
- Arriving late
- Eating in class
- Mobile phone use
- Graffiti

Strategies used by class teacher:

- Positive reinforcement: verbally praise those who are behaving according to expectations
- Seating Plan
- Verbal warning
- Choice / consequence of action
- Remind students of school rules
- Separating / moving students within the room
- Note in student Passport
- Extra work set
- Detention at break / lunch
- Coaching student into appropriate behaviour choices
- Isolation from lesson with colleague
- Contact with parents – phone call / letter
- Subject report
- Liaising with Form Tutor

- **Referral to Stage 2 – this only occurs when a range of strategies have been tried and parents have been informed.**

### Stage 2: Head of Department / Personal Tutor

HOD should action:

- Persistent refusal to cooperate at Stage 1 in their subject area
- Rudeness to the class teacher
- Refusal to follow instructions
- Aggressive behaviour

Personal Tutor should action:

- Persistent Stage 1 referrals across a range of subjects

Strategies used by HOD include:

- Observation of lessons
- Meet with parents
- Subject Behaviour Check (parents must be informed)
- Change of teaching groups (if possible)
- Temporary isolation from lesson within the subject area
- Temporary isolation from lesson with external support
- Referral to Stage 3 (HOY)

Strategies used by Personal

Tutor include:

- Meet with parents
- Tutor Behaviour Check (parents must be informed)
- Referral to Stage 3 (HOY)

### Stage 3 - Head of Year

HOY should action:

- Persistent refusal to cooperate at Stage 2
- Truancy
- Theft

Strategies used by HOY include:

- Observation of student in lessons
- Meet with parents
- HOY behaviour check (parents must be informed)
- Referral to Stage 4 (SLT)

### Stage 4: SLT

SLT should action:

- Persistent refusal to cooperate at Stage 3
- Bullying
- Vandalism
- Racial abuse
- Violence
- Substance abuse
- Physical or verbal abuse of staff

Strategies used by SLT include:

- Internal isolation
- Fixed term or permanent exclusion
- SLT Behaviour Check
- Referral to Stage 5 (PL Team)

### Stage 5: Personalised Learning Team

At this stage the PL team may support SLT in developing a PEP for behaviour. This must be done with parental and student involvement.

### Recording and monitoring of incidents

A summary of staff responsibilities:

- All incidents must be logged as an iSAMS referral, regardless of whether they require further action
- Classroom teachers should action Stage 1. A student is only passed to Stage 2 or beyond when appropriate action has been taken at Stage 1, except in extenuating circumstances
- There must be parental involvement if a student reaches Stage 2
- Personal Tutors to monitor referrals and look for patterns in behaviour
- HOYS to monitor referrals and report to Assistant Head (Pastoral)

## Procedure for dealing with aggressive behaviour

### POLICY

Any display of threatening behaviour to other students in the form of verbal or physical abuse either on the school premises, or on the way to or from school is strictly forbidden.

This also applies in the case of abuse to students from other schools, members of the local community and to members of the travelling public.

### COMMUNICATION OF POLICY

- (a) Students will be constantly reminded in assemblies and tutor periods about the rules governing their behaviour towards others.
- (b) The policy will be shared with parents on the school website and they will be notified of any changes via the newsletter.

### PROCEDURE TO BE FOLLOWED

- (a) Incidents of aggressive behaviour between students should be reported to the Assistant Headteacher (Pastoral).
- (b) Certain minor incidents may be dealt with by discussion with the students concerned.
- (c) More serious or repeated incidents will require senior staff involvement and parental contact, with written records logged in student files.
- (d) Students who persistently display aggressive behaviour could face fixed term or permanent exclusion.

### SANCTIONS

Whilst normal school sanctions such as detentions and `reports' may be appropriate for some cases, students who display serious or persistent forms of physical or verbal intimidation could face internal isolation or a fixed term or permanent exclusion from school. This exclusion may take place internally.

## Procedure for dealing with bullying

### DEFINITION

Bullying is the wilful and conscious desire to hurt, threaten or frighten someone. It can take the form of either verbal or physical abuse or intimidation. Verbal abuse or intimidation may be in the form of cyber bullying.

### POLICY

The Bullying of students by other students either on school premises or on the way to and from school is strictly forbidden.

Incidents of bullying should always be treated as a very serious matter and should be dealt with according to the guide-lines listed below.

### COMMUNICATION OF POLICY

- (a) Students will be constantly reminded in assemblies and tutor periods about the rules governing their behaviour towards others.
- (b) The policy will be shared with parents on the school website and they will be notified of any changes via the newsletter.

### PROCEDURE TO BE FOLLOWED

- (a) All staff are asked to watch for and report any signs of bullying such as deterioration of work, spurious illness, erratic attendance etc.
- (b) Where incidents of bullying are detected:
  - 1) All involved should be referred to a member of SLT
  - 2) All those involved will be asked to record the events in writing
  - 3) Discussion to resolve situation with individual and groups of students
  - 4) Be contacted and interviews arranged where appropriate
  - 5) Appropriate counselling may need to be made available
  - 6) A record will be placed in student's file

### SANCTIONS

Whilst normal school sanctions such as detentions and `reports' may be appropriate for some cases, students who display serious or persistent forms of physical or verbal intimidation could face internal isolation or a fixed term or permanent exclusion from school. This exclusion may take place internally.

## Procedure for dealing with racial abuse

### DEFINITION

Racial abuse is the wilful and conscious desire to insult, threaten or frighten someone by reference to their colour, race, beliefs, dress or culture.

### COMMUNICATION OF POLICY

- (a) Students will be constantly reminded in assemblies and tutor periods about the rules governing their behaviour towards others.
- (b) The policy will be shared with parents on the school website and they will be notified of any changes via the newsletter.

### PROCEDURE TO BE FOLLOWED

All incidents of racial abuse should be reported to the Assistant Headteacher (Pastoral) who will then;

- 1) Liaise with the appropriate staff.
- 2) Require all involved to record the events in writing.
- 3) Keep a record of the discussions that take place and outcomes.
- 4) Contact parents and arrange interviews where appropriate.
- 5) Offer support to the victim.
- 6) Enter record in student files

### SANCTIONS

Whilst normal school sanctions such as detentions and `reports' may be appropriate for some cases, students who display serious or persistent forms of physical or verbal intimidation could face internal isolation or a fixed term or permanent exclusion from school. This exclusion may take place internally.

## Procedure for students smoking, taking other prohibited substances and bringing Illegal / dangerous Items onto school grounds

### POLICY

- (a) The smoking, inhaling or swallowing of any prohibited substances by students, either on school premises or on the way to or from school, is not allowed under any circumstances.
- (b) The bringing of cigarettes, illegal and dangerous items, alcohol and any other drugs, together with matches, fireworks or any other dangerous items / weapons onto the school premises or on the way to and from school is strictly forbidden.

### COMMUNICATION OF POLICY

- (a) Students will be constantly reminded in assemblies, tutor periods and in health education lessons about the rules governing smoking, the taking of any other substances and bringing Illegal/dangerous items into school.
- (b) The policy will be shared with parents on the school website and they will be notified of any changes via the newsletter.

### PROCEDURE TO BE FOLLOWED

- (a) Students caught smoking should be referred immediately to the Assistant Headteacher Pastoral.
- (b) Students caught in possession of illegal substances or illegal/dangerous items should be referred as soon as possible to the Headteacher or another senior teacher.

The following action will then be taken:

- 1) Request made to hand over the prohibited materials or substances.
- 2) If students are found to be in possession of illegal substances or illegal/dangerous items the Police will be notified.
- 3) Telephone call to parents informing them of incident and requesting that they collect their son or daughter's property from school. If appropriate in more serious cases parents will be interviewed by a senior teacher and the Police and support services involved where appropriate.
- 4) A record will also be kept in the student's file.

### SANCTIONS

- (a) An appropriate sanction such as a detention, seclusion or exclusion for students who smoke cigarettes on site with additional sanctions taken against persistent offenders.
- (b) Students who show a blatant disregard for either their own safety or the safety of others by:-
  - i) bringing onto or possessing illegal substances or illegal/dangerous items/ weapons on the school site and/or
  - ii) encouraging the use of illegal substances or illegal/dangerous items/ weapons on the school site and/or
  - iii) taking illegal substances or bringing illegal/dangerous items/weapons on the school site could face permanent exclusion

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