NORD ANGLIA INTERNATIONAL SCHOOL DUBAI

A NORD ANGLIA EDUCATION SCHOOL

NAS Dubai Behaviour Policy - Primary

Date	Review Date	Lead Policy Writer/s	Leader Responsible
November 2016	November 2017	Sheree Hay Class Teacher	Elizabeth Lamb/Stephen Sharma Head Teacher Primary/ Deputy Head Primary

Introduction

"NAS Dubai champions an ambitious education believing that there are no limits to what our students can achieve for themselves and for others."

Nord Anglia International School Dubai (NAS) believes that all children will become confident learners by having very high standards and expectations. At NAS we work in partnership with the whole school community to set high standards of behaviour which reflect the vision and mission statement of our school. We work as a team to create a positive and supportive ethos in which children are enabled to take responsibility for managing their own behaviour, where everyone is valued and where children enjoy the right to learn and teachers enjoy the right to teach.

In formulating this policy we have taken account of the following articles contained in the **United Nations Convention on the Rights of the Child:**

Article 12
'Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.'
Article 19
'Children must be kept safe from violence and they must be kept safe from harm. They must be given proper care by those looking after them.'
Article 28
'All children and young people have the right to a primary education….Discipline in schools should respect children`s human dignity.'
Article 29
'Education should develop each child`s personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.'
Article 31
'All children have a right to relax and play, and to join in a wide range of activities.'

▶ Aims & Objectives

- To promote and recognise achievement through class and whole school incentives
- To provide a welcoming, safe and supportive environment, in which every pupil will develop good health, a desire for knowledge and an awareness of their responsibilities to society
- To provide staff with the skills and opportunities for continuing professional development and the support to manage behaviour in a positive manner
- To build and maintain effective relationships with parents, pupils and all stakeholders
- To ensure a consistent approach in promoting positive behaviour throughout the school

▶ Roles and Responsibility for the Policy

Role of the Principal and Senior Leadership Team (SLT)

The Principal and the Senior Leadership Team will:
- ensure all school personnel are aware of and comply with this policy
- work closely with the policy/subject leader
- ensure compliance with the legal requirements of the KHDA
- provide leadership and vision in respect of behaviour
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by;

  - observing teaching and learning
  - having discussions with pupils, parents and staff to ensure positive behaviour management is embedded

- annually review the success and development of this policy with the relevant stakeholders

Role of Head of Year

The Head of Year will:

- ensure the policy is followed within year group
- keep a 'Behaviour Book' recording instances of behavioural incidents addressed by class teachers, specialists or those on duty
- identify repeated patterns of poor behaviour from the 'Behaviour Book' so interventions can occur
- annually report to SLT on the success and development of this policy through discussions with class teachers
- monitor standards by;
  - discussing behaviour management within the year group with SLT
  - discussions with students
  - discussions with parents
  - discussions with teachers ensuring consistency in all lessons and classes

Role of the Behaviour Team (Heads of Year & Deputy Heads)

The Behaviour Team will:

- provide guidance and support to all staff, including at induction
- ensure that the agreed Behaviour Policy is used consistently throughout the school
- provide clarity and consistency of approach and procedures, where everyone is committed to promoting positive behaviour management
- be a highly visible, approachable presence within the school
- consult with parents stakeholders to resolve behaviour issues
- ensure all students participate as fully as is practically possible in all school activities
- report regularly to the Head of Primary and through her, the Principal
- review and monitor the implementation of the policy
- follow the KHDA School Inspection Framework guidelines

▶ **Role of Teachers**

Teachers will:
- comply with all aspects of this policy
- be accountable for standards in this subject area
- ensure all students are aware of the behaviour policy and the consequences of their choices
- follow the processes correctly and ensure all steps are taken before escalating the situation
- provide opportunities for children to celebrate their behaviour
- create a climate in which self-esteem and confidence can grow
- ensure that the views of the student (in light of their age and understanding) are sought and taken into account where appropriate
- teach children the behaviours expected in the classroom, school buildings and playground
- help children to express their feelings and to learn the language they need to talk about them
- be a good role model for behaviour
- form good relationships with parents/carers, so that all children can see that the key adults in their lives share a common goal
- be aware of changes in a child`s behaviour which might be due to an unidentified cause of stress
- make a record of the students who are raising concerns and discuss these concerns when meeting with their year leader
- observe a student that they have concerns about in a variety of settings (e.g. playground, group work, class activities) and gather evidence for their concerns
- try a variety of strategies (see list below), use his/ her expertise and differentiate materials in order to encourage positive behaviour within the classroom. If progress is not noticed then a referral must be made via the Head of Year through the correct referral procedure (see flow chart)
- liaise with parents and specialist staff to ensure open communication and to promote the ethos of working as a team
- display/discuss the 'Role of Students' as below

▶ Role of Students

Students will:
- be aware of and comply with this policy
- take ownership of their own behaviour
- be involved in discussions about the choices they have made
- strive to achieve positive behaviour at all times
- be ambitious
- take risks
- have high aspirations
- understand the need for a calm, ordered working environment
- treat others and their property fairly and with respect
- follow the instructions of school staff, and other adults working in the school
- cooperate with other children and adults
- listen carefully, work to the best of their ability, and allow others to do the same
- take care of their school buildings, equipment and surroundings

▶ Role of Parents/Carers

Parents/carers will:
- be aware of and comply with this policy
- be encouraged to support their child in the choices they make
- participate in discussions, where necessary, about the management of poor behaviour.
- make children aware of the appropriate behaviour in all situations.

▶ Policy

Promoting Positive Behaviour

Nord Anglia International School (NAS) Dubai is committed to providing the best educational experience for all students. An integral part of teaching and learning is behaviour management at all levels and in all areas of the school.

What does it mean to promote positive behaviour?

At NAS Dubai we use a positive approach to behaviour management, which means that we `Catch them Being Good`.

This involves:
- Behaviour management display in all classrooms
- Arranging appropriate, positive behaviour treats for children who constantly adhere to the behaviour system
- Praising good behaviour both publicly and privately
- Presenting certificates at assemblies – Star of the Week, House Points

- Class teachers using their own particular/unique talents and strategies, in creative ways to encourage children to achieve acceptable standards of work & behaviour
- Giving age appropriate praise and rewards for good work and behaviour
- **Tactically ignoring** attention-seeking secondary behaviours and concentrating on the main issues
- Using **descriptive praise** to identify good behaviour. E.g. "James, you came into class very quietly today."
- Using **Circle Time** to ensure open discussion of issues that are important to children
- Positive behaviour is reinforced by our PSHE and Social Studies lessons

Our school mission statement is written in positive language, stating what we expect children to do. It should be referred to regularly by staff when discussing behaviour.

Classroom Rules/Expectations/Rights and Responsibilities

At the beginning of each year, each class should create their own set of classroom rules/expectations/rights and responsibilities and updated as and when required.
These should reflect the school mission statement and should also be phrased in positive language. Classroom rules should be prominently displayed and regularly referred to.
Care should be taken to ensure that these do not become `wallpaper` and merge with the background.

What happens if the Positive Approach does not work for some children?
Unfortunately, some pupils will not respond to the positive measures put in place and alternative strategies may have to be used. The behaviour warning system will follow a five step process, enabling children to be given warnings and also time to think about their chosen behaviours with the chance to adapt this.

Five Step Process

These steps should be consistently followed by all staff in all areas of the school.
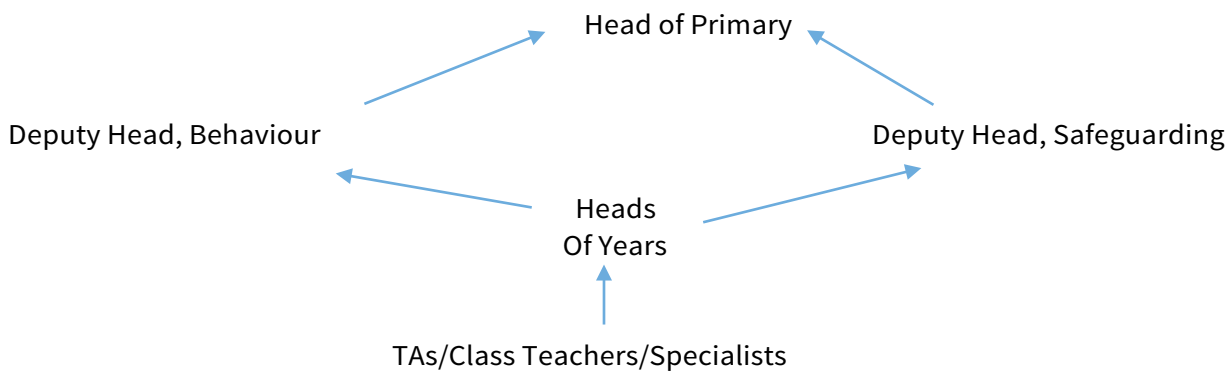
1. Teacher acknowledges behaviour by making **eye contact** and giving a polite warning, followed by 'thank you'.

2. Teacher gives **verbal warning** with reference made to school or class rules, ensuring child is aware of consequence if the behaviour continues – be explicit about the child making the choice.

3. **Name moved on behaviour display or recorded** and student made aware of what step of the process they are on.

4. **Removal from current position** to sit elsewhere in classroom/playground/refectory.

5. **Name moved again on display or recorded – send to HOY at an appropriate time.** Ensure child is aware of their chosen behaviour and the reason they are being sent to HOY. HOY discuss behaviour with child, send back to class after 15 minutes.

The five step process must be displayed in all classrooms. It is the discretion of the class teacher regarding the presentation of their behaviour display e.g. sun, cloud, rain/ traffic lights/ tree of success/lily pads. Upper stage classes may wish to just have the five step process on display and record names in a book.

▶ **Behaviour Process Flowchart**

If a pupil has difficulty in managing their behaviour choices, staff should use a range of strategies first (see list below). Only **after** this list has been exhausted should a referral discussion be taken to Head of Year. Head of Year will then discuss the behaviour and decide if there are Social/Emotional barriers or if it is an isolated behaviour issue. Social/Emotional issues may be referred to the Personalised Learning Team or Cheryl McSweeney for Safeguarding through Helpdesk and continual behaviour issues will be referred to Nigel Barrett as the Deputy Head responsible for behaviour. **All issues should initially be discussed with HOY** to allow them to have an overview of the year group. Referrals should be processed through the appropriate channels – they should not just be sent to any member of SLT or PLT.

Head of Primary

Deputy Head, Behaviour   Deputy Head, Safeguarding

Heads
Of Years

TAs/Class Teachers/Specialists

Although this policy recognises the usefulness of a positive approach, it is also useful to know how sanctions are applied where they are needed.

Common Escalation of Sanctions in the Primary School

1) Child has a conversation with the class teacher
2) Child is isolated within class (eg separate desk)
3) Child has a conversation with Head of Year; child may spend time working in Head of Year's classroom
4) Child has a conversation with Deputy Head
5) Internal suspension or isolation
6) Internal three day isolation
7) Temporary exclusion from NAS Dubai (duration at Principal's discretion)
8) Re-enrollment refused

- From stage 2 onwards, parents must be informed. The nature & duration of internal suspensions, isolations and exclusions would be discussed with parents. Internal suspensions may include missed

playtimes or lunch play, or time working away from their own class. Children might be asked to write a letter of apology to their victim, or to write a 'behaviour reflection'.

Verbal abuse, aggression or violence

In the event of a serious incident, the child will be removed immediately from class by a member of the Leadership Team – Parents will then be invited in to discuss incident.
In extreme cases of physical or verbal abuse of another pupil or adult, an exclusion will be discussed with parents.

Strategies to manage behaviour in the classroom before referring to Head of Year

If a child is making poor choices regarding behaviour, the teacher should initially assess the situation.
Is there a reason for the behaviour e.g. social/emotional? Option for the child to talk to a known adult and seek further advice from HOY if you are made aware of a deeper issue.

If it is behaviour related:

- Use proximal praise to encourage positive behaviour
- Use incentives (personal rewards)
- Use personal praise
- Use house points
- Use motivating resources in lessons
- **Tactically Ignoring** - Tactically ignoring is a form of non-verbal communication which indicates to the children that the teacher is focusing on the main issue and avoids reinforcing secondary attention seeking behaviour. Using this strategy often avoids confrontation and a situation escalating
- Use varying tone in your voice – not shouting
- Use reinforcement of the rules
- Use 1:1 chats with pupil after each lesson/day to monitor
- Use positive behaviour chart
- Use stickers/smiley faces/age appropriate alternatives
- Use time out (in class or child can run an errand for a short time out)
- Use quiet zones (in class)
- Use fidget box
- Use PSHE/Circle time lessons

Staff Dos and Don'ts

- *DO* talk to children at their level. *DO NOT* tower over them
- *DO* talk in a calm voice. *DO NOT* shout
- *DO* talk with mutual respect. *DO NOT* insult or humiliate the child.
- *DO* discuss their choices for a short time at break. *DO NOT* exclude children for the whole playtime or lunch, unless in exceptional circumstances where the safety of children/adults is at risk.
- *DO* praise the children for their efforts. *DO NOT* punish a child if they do not understand their work
- *DO* find an alternative place within the class. *DO NOT* stand children outside classrooms.
- *DO* allow children to **earn** rewards. *DO NOT* take them away.
- *DO* follow the flowchart and exhaust all strategies. *DO NOT* send straight to SLT.

- *DO* allow each child a fresh start *every day* with all pupils `on green/sunshine` first thing in the morning. When a child reaches sanction 3, their name is moved. At this point they should be reminded that **they will be allowed to move their name back if their behaviour improves to a required expectation.** *DO NOT* jump straight to stage 3 without giving warnings with explanations.

Playground

The five step process will also be followed by staff on duty if any issues arise in the playground. It is the lead staff member's role to report any serious poor behaviour choices to the class teacher. Playground book to be held by Heads of Year. Major and repeated behaviour to be identified by Heads of Year.

Personalised Learning Register

Students can be placed on the Personalised Learning Register if they have difficulties in the following areas:
- behaviour, social and emotional (includes ADHD)

They will not be on the Personalised Learning Register without being through the appropriate referral process with evidence of strategies already attempted (see SEND policy).

Parent Support

Where appropriate, parents will be informed if their child requires a range of behaviour strategies within the school. They will have the opportunity to discuss this with their child at home and with the class teacher at a mutually convenient time. Parents will be invited by SLT if a situation escalates.

Pupil Voice

Children will be aware of the behaviour policy and the staged steps of consequences. They will be party to all discussions about their choices (positive or negative), and will be involved in the decision making process where appropriate.

Progress

The progress of all students is tracked throughout the school through Pupil Progress Review meetings which occur every half term. Student progress is monitored by classroom teachers, year group leaders, subject specialist and the SENCO and feedback is then provided to the Senior Leadership Team. In addition, we regularly review progress towards outcomes assessing whether the support that has been in place has made a difference and what we need to do next. The flowchart should be used at all times.

Teaching Assistant Support

Across the primary years (1 – 6), every class will have access to a Teaching Assistant (TA) to support the 20 students, including those with SEND. In the Early Years, Nursery and Reception, each class will have two full time TAs to support all of the students.

▶ **Resources**

All staff will have a positive behaviour management display in their classrooms. How this is displayed is at the discretion of the class teacher – traffic lights, sun/cloud/rain, tree of success etc. Every display should show the five steps of the process where each child is able to move their name.

▶ **Sharing and Maintaining Awareness of this Policy**
We will share and raise awareness of this policy via:
- the School Prospectus
- the Staff Handbook
- the Student Handbook
- our website and social media pages
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- written communications with home such as daily emails and newsletters, reports
- information displays around school

▶ **Relevant Professional Development**

All school staff:
- will receive training on this policy during the induction period
- receive periodic training so that they are kept up to date with new information
- are supported by SLT in promoting positive behaviour

▶ **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the lead person, the Heads of School, the Principal or other stakeholders.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal for further discussion and endorsement. (See Policy Evaluation)

▶ **Linked Policies**

Curriculum	Teaching and Learning
Anti-bullying	SEND
Monitoring and Evaluation	Self-Evaluation & School Improvement
Admissions	Counter Cyber-bullying

Principal:		Date:

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Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
• Policy annually reviewed				
• Policy in line with current legislation and/or KHDA requirements				
• Lead person in place				
• Lead person carries out role effectively				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Necessary resources in place				
• Policy referred to the School Handbook				
• Policy available from the school administration				
• Policy available from the school website				
• All stakeholders including students involved in further development of this policy				
• All associated training in place				
• All outlined procedures complied with				
• Links made between this and other policies in place				
• Associated policies in place and up to date				

Lead Reviewer:		Date:	

Principal:		Date:	

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Policy Approval								

Policy Title:	BEHAVIOUR POLICY: PRIMARY					**Date written:**	NOV 2016	
Policy written by:	SHEREE HAY				**New Policy** (♡or x)	☐	**Revised Policy** (♡or x)	☐
Stakeholders consulted in policy production: (♡or x)	**Principal**	**Senior Leadership Team**	**Teachers**	**TAs**	**Administrative Personnel**	**Parents**	**Pupils**	**Other relevant stakeholders**
	☐	☐	☐	☐	☐	☐	☐	☐
Date when approved by Principal:			**Date when presented to stakeholders:**			**Date implemented:**		
Published on: (♡or x)	**School Website**			**Staff Handbook**			**Student Handbook**	
	☐			☐			☐	

Principal Approval	
Name	Matthew Farthing
Title	Principal
Signature / Date	*[signature]* 5th June 2017