



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Primary Behavior Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Primary	
Date of review	August 2023
Date of next review	August 2024



Overview

We believe that all of the behaviour systems we have in place support our children in understanding what is expected of them and why. They provide our children the opportunity to establish the values of tolerance, dialogue, coexistence and openness to different cultures. Our systems are positive and help create a learning environment and relationships where the children feel secure and confident enough to take risks in their learning (i.e. they are not afraid to make mistakes).

Aims

- To achieve a whole school approach to the management of behaviour and discipline.
- To clarify our expectations regarding the behaviour of children.
- To enable us to manage pupil behaviour effectively, promoting exemplary behaviour always and helping to create an atmosphere in which effective teaching and learning can take place.
- To provide a happy, purposeful atmosphere in the school, in which pupils feel secure and are accorded proper respect as individuals, irrespective of their academic, practical or physical potential.
- To foster good manners, politeness and consideration for others.
- To foster a respect for the environment and encourage pupils to accept a social responsibility towards it.
- To instill respect for religious and moral values, and tolerance of other races, and people from all walks of life.

Parents

At Dubai British School we work in partnership with the parents of our children. We aim to share our policies and practice with parents in order that they have a clear and consistent understanding of what we are doing and why we are doing it. Parents play a vital role in reinforcing good behaviour. It is useful to use the same language at home and to role model the same clear and consistent expectations that we have at school.

Positive Education Wellbeing

'Feeling Good, Doing Good'

At Dubai British School we believe that people who have high levels of emotional, behavioural and social wellbeing live happy, purposeful and productive lives. Our approach is to develop a learning community which is positive, engaging and connected in line with our school's vision statement:

'Enjoy, Aspire, Achieve'

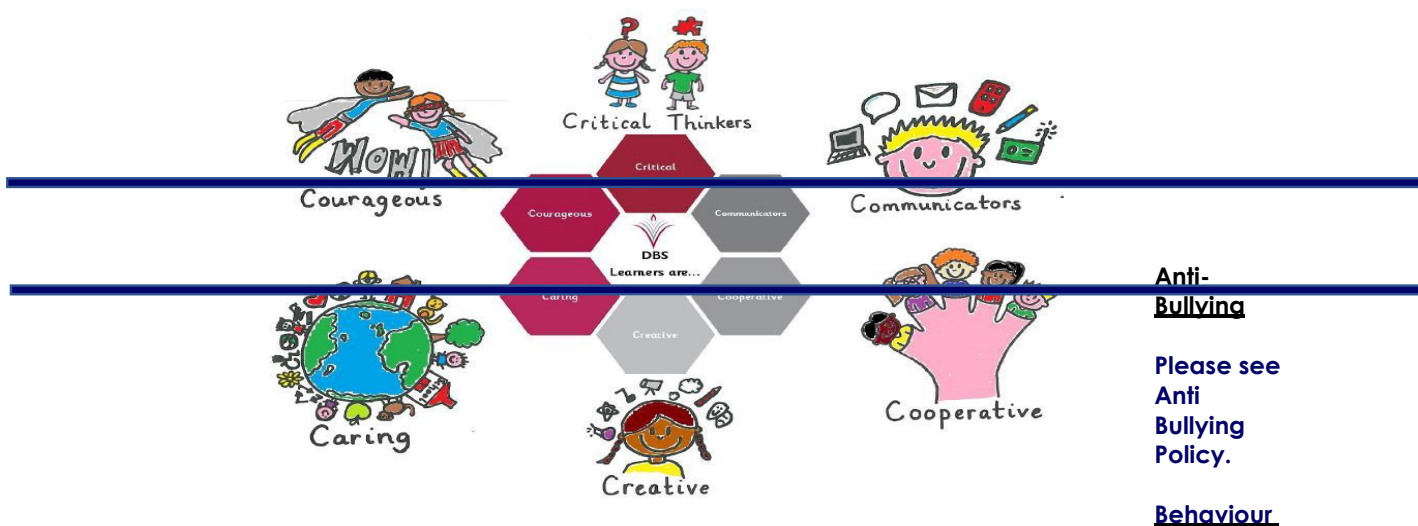
We aim to develop wellbeing through these key areas:



6Cs

At Dubai British School, we promote our 6C as a whole school, within year groups and the classroom. From the Foundation Stage we use the same language in order to ensure that the children are clear about what is expected from them and why.

Each 6C is focused on for a short period of time (Monthly) and then a new value is endorsed. The language of the 'value' is used by the adults to reinforce positive behaviour and will be rewarded with a sticker. Assemblies illustrate the 6C values in an age appropriate way through stories, short plays, puppet work etc. The 6Cs form an integral part of the DBS Mission statement.



Management Guidelines

In FS and Years 1 – 6, every class has a behaviour chart displayed (see Appendix 1) with children's names and photos on. Children begin each day at 'Ready To Learn' and we encourage them to move up the chart to gain rewards (house points in Primary and stickers in FS).

If a child is not behaving as appropriate, their name is moved down the chart, starting with a verbal warning, and ending with loss of playtime. Specialist teachers are to inform class teachers of good/ mis-behaviour in class, names will then be moved up or down appropriately.

More serious behaviour is also registered on ISAMS, the schools internal data monitoring system. There is a formal behaviour system (see Appendix 2) which outlines the above.

Appendix 2 – details the steps for each stage of the system.

Celebration of Pupil Achievement and Success

Achievement for all is central to the ethos of Dubai British School. The main ways achievement, success and positive child contributions are recognised are:

Use of Positive Praise

All staff, teaching and support are encouraged to praise children and feedback to them in a positive manner when they work well, put in effort, show care and concern for their peers, are mannerly and polite. Positive praise and feedback immediately after an action are very effective ways of enhancing self-esteem.

Formative Comments and Staff Feedback

The writing of comments on children's work which recognise effort as well as sets targets for further development are effective ways of rewarding success. Discussing children's

progress and performance with them on a regular basis is also a good way of recognising and recording success and developing self-esteem. Teachers can send children to either the Head or Deputy to show good work / effort, or inform them of any positive behaviour being displayed which they feel should be acknowledged at a higher level. The Head and Deputy can respond in numbers of ways verbal or written which may help to reinforce the behaviour.

Awarding of House Points in Primary

Each child will be assigned to a House – of which there are four:

- **Al-Imarat Vipers** (Red)
- **Al-Khalij Wildcats** (Yellow)
- **Al-Maghreb Falcons** (Blue)
- **Al-Sham Scorpions** (Green)

All staff members at the school can award house points to any children in recognition of success or achievement (Please see House Point Guidelines for administration of house points). The house system promotes responsibility and a team ethos and is effective in reinforcing good behaviour, positive attitudes and good citizenship. House points are divided into two categories:

1. **Points awarded for good work and behaviour** - These are totaled weekly and shared with class teachers.
2. **Points gained through House Competitions** - These are organised throughout the year and are based on building and developing a variety of skills.

At the end of the academic year we celebrate the children's success with house points through certificates. These certificates are awarded in these categories:

Key Stage 1 Children

1. DBS Silver Award for 50 house points
2. DBS Gold Award for 100 house points
3. DBS Emerald Award for 150 house points

Key Stage 2 Children

1. DBS Superstar Award for 250 house points
2. DBS Superhero Award for 300 house points

3. #DBSInspired Award for 400 house points

School Diaries

The feedback given to parents in school diary is an effective two-way method of communicating. Positive reinforcement at home adds to any praise given by staff members.

Class Teacher Recognition/Rewards/Stickers

All class teachers recognise and reward achievement so that during the course of a school year all pupils receive praise and also taste success in a tangible way. In class recognition of success covers all areas of school life and further reinforces the importance of our 6C values.

School Certificates of Achievements

The school hosts weekly celebration assemblies and achievement certificates are awarded at these. Again, class teachers and other members of staff can nominate pupils who they feel should be awarded school certificates of achievement. School certificates are awarded for success and achievement in all areas of school life and are consistent with 6C 'values'. Photos of the children who receive certificates will be shared on the school's twitter site @DBS_DeputyHOP.

Recognition of Achievement in School Publications and the Local Press

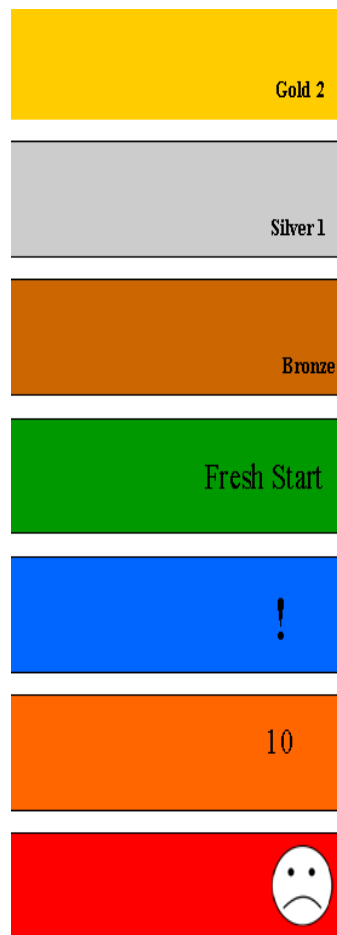
Many school activities and successes are reported in the local press and in school publications. Where the activities being reported are about general participation as opposed to winning an event, children from a variety of classes and departments are included in reports and pictures.

[Appendix 1](#)

[Behaviour Management Guidelines at DBS](#)

PRIMARY BEHAVIOUR POLICY

In FS and Years 1 – 6, every class has a behaviour chart displayed (see below) with children's names and photos on. Children begin each day at 'Fresh start' and we encourage them to move up the chart to gain rewards (house points in Primary and stickers in FS). If a child is not behaving as appropriate (in a class or specialist lesson), their name is moved down the chart, starting with a verbal warning, and ending with loss of playtime. More serious behaviour is also logged onto ISAMS. There is a formal behaviour system (see Appendix 2) which outlines the above



Appendix 2

Behaviour Management Guidelines at DBS- Logging ISAMS

More serious behaviour is also logged onto ISAMS. There is a formal behaviour system (see below) which outlines the above.

Level	What will happen:	Who you will speak to:
1	<ul style="list-style-type: none"> Name moved down: Warning given Name moved down again: 10 minute reflection time during breaktime (Time out in FS) 	<ul style="list-style-type: none"> Class Teacher
2	<ul style="list-style-type: none"> Name moved down again: send out of class to a different teacher and loss of next play 	<ul style="list-style-type: none"> Parents told in diary (or verbally where possible)
3	<ul style="list-style-type: none"> Logged onto ISAMS (L1) Examples- 3 weeks of no home learning Continuous Disruption of lessons Consistent complaints of rudeness/lack of respect Physical play causing hurt at play times	<ul style="list-style-type: none"> Year Leader
4	<ul style="list-style-type: none"> Logged onto ISAMS (L2) Examples- Continuous reports of level 3 examples Swearing or bullying complaints-with evidence	<ul style="list-style-type: none"> See Deputy Headteacher Parents receive email/phone call from Yr leader
5	<ul style="list-style-type: none"> Logged onto ISAMS (L3) Examples- Fighting with others	<ul style="list-style-type: none"> See Deputy Headteacher Parents receive email/phone call from Deputy headteacher or Headteacher
6	<ul style="list-style-type: none"> Logged onto ISAMS (L4) Examples- Continuous disruption of learning Consistent	<ul style="list-style-type: none"> See Deputy Headteacher Parents in for a meeting Go on report for 2 weeks
7	<ul style="list-style-type: none"> Logged onto ISAMS (L5) 	<ul style="list-style-type: none"> See Head of Primary Parents in for a meeting Removed from class and working outside Deputy Headteachers office (Possibly sent home- at headteachers discretion)

