



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Behaviour For Learning Policy (Secondary)

This procedure is reviewed annually to ensure compliance with current regulations

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|----------------------|-----------|
| Approved/reviewed by | |
| Head of Secondary | |
| Date of review | July 2023 |
| Date of next review | July 2024 |



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1. Aims:

At Dubai British School Emirates Hills we strive to nurture and develop confident, independent and resilient learners who are equipped to reach their full potential. We aim to develop self-confidence and excellence throughout our school community. Through Positive Education and our Enjoy, Aspire, Achieve ethos we help our students develop character strengths that will prepare them for the challenges of tomorrow.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Continued low level disruption
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Copying of work / plagiarism

Serious misbehaviour is defined as:

- Persistent breaches of the school rules
- Any form of bullying
- Physical abuse, which is any unwanted physical touch
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, or discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to:
 - Knives or weapons / sharp items
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

3. Mobile phones, BYOD, Uniform

Mobile Phones: DBS EH has a no mobile phone policy. Mobile phones should be switched off/on silent and in pupils' bags if they are brought to school. Pupils are not permitted to use their mobile phones during the school day - they may use their phones at the end of the day when exiting the building. If pupils are seen with their phones they will be confiscated and given to the pupils' HOY to be collected at the end of the school day. If a student needs to contact their parents they should do so via reception. If parents need to contact their child urgently during school hours, they should contact reception. DBS EH accepts no responsibility for any loss or damage to phones whilst they are on school premises.

Laptops: DBS EH is a BYOD to school. All pupils are expected to bring their laptop with them daily. It should be fully charged, and it is the responsibility of pupils to look after the care of their laptops. Laptop chargers should also be brought to school if the battery life of the laptop is low/short. If a pupil is unable to bring their laptop to school parents should email their child's form tutor ASAP to let the know and a time frame for the laptop being fixed. Being a BYOD school supports our no mobile phone policy. If students need to access the internet, take photos or make films etc. they are to use their laptops.

Uniform: DBS EH has a strong community ethos, our appearance and uniform reflects this and our pride in belonging to the school community. All students are expected to wear the correct uniform each day. If there is a problem parents should email their child's tutor ASAP. When students have PE they may attend school in their PE kit, it is expected they will change into their full uniform after their lesson, this is for hygiene reasons. If pupils have a sporting ECA on that day they are still expected to change into school uniform after their lesson. Sports kit for ECA should be brought in addition.

4. Roles and responsibilities

The Headteacher:

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Principal and Deputy Head Teacher.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

- Modelling positive behaviour
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents both positive and negative

The senior leadership team will support staff in responding to behaviour incidents.

Parents:

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor or head of year promptly
- Discuss any subject concerns with the subject teacher first

5. Pupil standards and expectations:

At Dubai British School Emirates Hills, we believe our standards of behavior should be underpinned by the basic principles of honesty, respect, consideration and responsibility. We expect our students to behave appropriately at all times within school and the wider community. Staff should aim to recognise, praise and reinforce positive traits of behaviour rather than focus on negatives or previous failings.

Our standards of behaviour will;

- Promote a safe and well-ordered learning environment
- Allow pupils to develop self-esteem, feeling safe within the learning environment created
- Develop mutual respect between pupils and teachers
- Be consistent across all faculties and Year Groups
- Allow all students to fulfil their academic potential

Student expectations.

| RIGHTS | RESPONSIBILITIES |
|--|--|
| To be valued and treated with respect To be treated equally To be safe To achieve | To respect the views of others To respect the property of others and the school To support each other To help each other achieve To ensure your actions do not hurt others physically or emotionally To represent DBS EH inside and outside of school |

EXPECTATIONS WHILE AT SCHOOL-

- Respect and uphold the values of DBS EH
- Attend school regularly and be punctual to school and lessons
- Maintain a positive attitude to learning
- Behave in an orderly and controlled way
- Respect members of staff and each other
- Move around the school in an orderly manner at all times
- Understand that each member of our community has a responsibility to ensure a positive learning environment
- Take pride in your appearance and wear the DBS EH uniform correctly
- Only eat within the canteen, red break rooms (at permitted times) or picnic tables. Food consumption anywhere else is prohibited
- Not chew gum, drink fizzy or caffeinated drinks or eat fast food- these are banned on school grounds
- Understand that cleanliness and tidiness of the school site is the responsibility of all that use it
- Homework should be completed and handed in on time

IN THE WIDER COMMUNITY –

- Respect the values and diversity of the community
- Remain lawful and law abiding
- Respect others while using social media and other devices
- Uphold the values and positive reputation of DBS EH at all times

6. Monitoring behaviour

Recording behaviour –

- Our policy should help students take responsibility for their behaviour so they can learn, improve and develop as individuals. To help staff and pupils understand the pathway for communication, a tiered chart has been created and is present in all classrooms.
- All positive/negative behaviours, minor or major are entered onto ClassCharts. All positive/negative, minor or major HOYs will be able to analyse daily and weekly to acknowledge achievements and to pick up any concerns that may arise. Where needed the HOY or Form Tutor will contact parents. If there is an issue in a particular subject HOYs will inform HOFs. HOFs will then investigate and deal with issue.
- In cases where a pupil's behaviour is deemed unacceptable, a behaviour log will be entered onto ClassCharts as per guidance from our Behaviour for Learning Chart.

Tutor / HOF monitoring – Stage 1 report – tutor, Stage 2 report -HOY, Stage 3 report DHT

- If pupils are receiving L1's that have triggered a detention and the pattern has continued, or their A2L scores have decreased, tutors can place them on a stage 1 report (tutor report). This will be actioned by the HOY before a report is issued. In some cases, if there is a problem in a particular subject, HOFs will be informed, and a subject report may be issued. The tutor or the HOF must contact the pupil's parents to inform them why they have been placed on report. Pupils will be issued a daily report that they will present to each teacher to be completed. At the end of the day / the next morning pupils must show their report to their tutor or HOF to review the day. Report cards must also be signed by their parents. At the end of week one, the tutor or HOF can decide if a second monitoring week is needed. This will be communicated with the pupil's parents and the HOY. If issues persist after a two-week period, the pupil will be referred to the HOY and parents will be asked for a meeting. Where persistent low-level disruption is happening in only some subjects, HOF will be asked to facilitate detentions where needed.

HOY monitoring –

- HOYs will have oversight of all monitoring for their year group. HOYs will use the behaviour logs generated to monitor pupils and use the appropriate rewards and sanctions where needed. HOYs will liaise with tutors and HOFs if pupils are to be placed on a stage 1 report (tutor report).
- HOY stage 2 reports and a parental meeting will be used if issues are unresolved or no significant improvement has been made after stage 1. HOYs will contact parents if pupils are moved to stage 2. HOYs will devise an action plan with pupils and review it accordingly. If after a two-week period, there is no improvement pupils will be referred to the AHT and placed on stage 3 report.

Roles in monitoring behaviour –

- **All staff** – Will help to promote and build a Positive Education environment. All are responsible in recording all behaviour both positive and negative on ClassCharts. It is individual staff's responsibility to manage minor incidents themselves and report them if necessary.
- **Subject teachers** – Positive Education is built on praise and support. It is subject teacher's responsibility to promote a positive learning environment and to address behaviour concerns in their classroom. Teachers should record

behaviour both positive and negative on ClassCharts. If poor behaviour persists, subject teachers should pass concerns onto their HOF.

- **HOFs** – Heads of Faculty are responsible for dealing with pupils who are persistently causing disruption in lessons in their department, e.g. disruption, not meeting deadlines or not bringing the correct equipment for lessons. The HOF should contact home and liaise with the subject teacher as well as logging details onto ClassCharts. HOYs may also refer pupils to HOFs from their weekly analysis if needed. They will help promote a Positive Education environment built on praise and support.
- **Tutors** – Tutors are responsible for monitoring tutees behaviour, A2L, punctuality and attendance. HOYs will share behaviour analysis / records weekly or more regularly, if necessary, with their tutor team. Tutors are responsible for discussing positive and negative behaviours with their tutees. Tutors can request pupils to be placed on report if they have valid concerns. Tutors will be in regular contact with parents. They will help promote a Positive Education environment built on praise and support.
- **HOYs**- HOYs are responsible for monitoring their year groups behaviour, A2L, punctuality, attendance and wellbeing. HOYs will share behaviour analysis / records weekly or more regularly, if necessary, with their tutor team. HOYs are responsible for celebrating pupil success and addressing negative behaviour and attitudes. HOYs are responsible for updating those concerned on the behaviour of pupils. HOYs will be involved in the report stage processes. HOYs will be responsible for dealing with major incidents that occur in their year group. They will help promote a Positive Education environment built on praise and support.
- **DHT**- The DHT has overall responsibility for the running of the pastoral teams. They will monitor and work closely with the HOYs on the behavioural system. They will deal with major incidents including safeguarding. They will ensure the systems in place for the stage reports are followed. They will contact and meet pupils, staff and parents if there are continued behavioral issues. They will help promote a Positive Education environment built on praise and support.

7. . Rewards and sanctions

Staff are encouraged to help promote a Positive Education environment built on praise and support. Staff are encouraged to praise pupils who consistently uphold the values of DBS EH, make significant improvements in performance, attitude to learning, or resilience. Contribute to school life and the wider community, who go above and beyond to help those around them. Some methods of praise may include the examples below but is not restricted to only these.

- Immediate Praise
- Merit marks
- Letters or phone calls home to parents
- Commendations
- Special responsibilities/privileges
- Student shout outs
- Termly and annual attainment award
- Termly and annual progress award
- Termly and annual Spirit of DBS EH award
- Termly and annual house awards
- Monthly celebration meeting with AHT

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Coaching / mentoring where applicable
- Putting a pupil on report- tutor, subject, head of year
- Suspension – internal / external where applicable

8. Appendix 1 – Behaviour for Learning Wall Chart.

| Level | Inappropriate Actions | | Possible Outcomes |
|-----------------|---|---|---|
| Level 1 | Late to lesson Incorrect uniform Failure to follow instructions Lack of equipment/laptop Out of bounds | Using mobile phone or airpods in school Lack of work in lesson Chewing gum / eating in class Missed deadline / incomplete homework | Discussion with teacher Level 1 recorded on <u>Classcharts</u> |
| Level 2 | 3 level 1s in a week 3 lates in a half term Repeated Failure to follow instructions Anti-social behaviour / rudeness / lack of respect | Inappropriate use of toilets Dishonesty Inappropriate language | Tuesday lunchtime detention reflection (107) Contact with parents |
| Level 3 | 6 level 1s in a half term 6 lates in a half term Not turning up for Level 2 reflection KS3 academic dishonesty | Missed BTEC deadline Missed coursework deadline Repeated defiance Serious Misuse of Electronics | Wednesday after school detention reflection (204) Parental meeting HOF/Tutor/HOY report |
| Level 4 | 9 level 1s in a half term (+each 3 extra) 9 lates in a half term (+each 3 extra) GCSE / A Level / BTEC academic dishonesty (BTEC dealt with in line with exam board regulations) | Bullying or intimidating behaviour Truancy from lesson or school Failure to adhere to Level 3 outcomes Breach of any UAE regulation (including privacy and social media regulations) | Parental meeting AHT/DHT report Thursday after school or Saturday in school detention reflection (103) Formal Warning Letter Internal or external suspension |
| Level 5* | Any discriminatory behaviour including based on race, sex or disability Serious or repeated bullying / intimidating behaviour | Possession or use of a prohibited or illegal item or substance (including vapes) Possession or sharing of inappropriate material Persistent bullying or intimidation | Parental meeting <u>Formal Warning Letter</u> <u>External suspension</u> Permanent exclusion |

* Subject to SLT review

Managing behaviour in the classroom is the responsibility of the member of staff in charge in the first instance. Behaviour Levels exist on a scale of 1-5, increasing in seriousness. Students are to be told if a Level is given and this is recorded on ClassCharts.



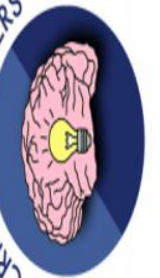


A range of outcomes are given as a consequence to Levels in the Behaviour for Learning Chart. Details of which can be found below.

1. **Reflective Detention:** Teachers entering pupils into afterschool detention at next available date. ClassCharts will generate the report and a letter home detailing the reason.
2. **Contact home:** Head of Year contacts home giving parents details of incident/infringement. This may be a phone call or e-mail.
3. **Parental meeting:** Parents are invited in for a meeting to discuss single or repeated incidents. Head of Year must outline expected outcome following meeting.
4. **Stage 1 - Tutor Report:** When behaviour issues have arisen and have not changed after initial conversations students can be placed on tutor report. Parents will be contacted.
5. **Stage 1 - Head of Faculty Report:** When behaviour issues have arisen in a subject area only and have not changed after initial conversations with students.
6. **Stage 2 - Head of Year Report:** When behaviour does not improve the student will be placed on a lesson-by-lesson report with agreed focus' for the student. Parents will be contacted and may be invited in for a meeting.
7. **Stage 3 - Assistant Head Teacher Report:** When there are continued behavioral issue that have not improved pupils will be placed on an Assistant Head Teacher report. Parents will be invited in for a meeting.
8. **Internal Suspension:** This sanction is used to avoid external suspension/exclusion from school. The amount of days decided upon in consultation with SLT. The student will work independently from their year group, with work provided by subject teachers.
9. **External Suspension:** This sanction will be used in extreme cases and will follow current procedure. Where an incident is deemed suitably bad, a period of time away from school will be communicated to parents. This may be from 1 – 4 days (in accordance with KHDA recommendation).
10. **Permanent exclusion:** . Where a student has committed a serious offence which leaves no alternative they will be asked to leave the school. This will be agreed with and communicated by the school Principal.

9. Appendix 2. Rewards



DBS EH Rewards Policy 2022/2023

| Reward | Reason Why | 6C's |
|-------------------------------|---|---|
| Merits | Using the 6C's Standard of work Attitude to learning Practical engagement and performance |   |
| Commendations | 6C's Going above and beyond Achieved something extraordinary Subject commendation, Year group commendations |   |
| Termly Assembly Awards | 6C's Progress Commitment Attendance Attitude to Learning Subject Awards Head of Year / Tutor Awards |   |
| House Points | 6C's Participation Helping with organisation House spirit / ethos | |

10. Appendix 3

Procedure for minor incidents:

Eg failing to meet deadlines, poor behaviour or attitude, lateness

| | |
|---|--|
| Incident happens | |
| 1 st verbal warning from teacher | |
| 2 nd verbal warning – specific to pupil and explaining consequences of continued behaviour | |
| Level 1,2 or 3 entered onto ClassCharts | |
| Continued issues – more than 3 Level 1's or more entered onto ClassCharts in a week | |
| <p style="text-align: center;">Academic issue: HOFs</p> <p>HOF detention, contact home, record communication on ClassCharts.</p> | <p style="text-align: center;">Pastoral issue: HOY's / Tutor</p> <p>Detention, contact home, record communication on ClassCharts. Can be placed on stage 1 tutor report.</p> |
| <p style="text-align: center;">Academic issue: HOFs</p> <p>If issues continue that are subject specific pupil placed on HOF report, contact parents to discuss/arrange meeting. Communication recorded on ClassCharts.</p> | <p style="text-align: center;">Pastoral issue: HOY's</p> <p>If issues continue pupil placed on appropriate stage 1 or 2 report, contact parents to discuss/arrange meeting. Communication recorded on ClassCharts.</p> |
| <p style="text-align: center;">Academic issue: HOFs</p> <p>If issues continue that are subject specific pupil placed on stage 2 HOY report, contact parents to discuss/arrange meeting. Communication recorded on ClassCharts.</p> | <p style="text-align: center;">Pastoral issue: HOY's</p> <p>If issues continue pupil placed on stage 2 or 3 report, contact parents to discuss/arrange meeting. Communication recorded on ClassCharts. If on stage 3 report to AHT parental meeting to be arranged.</p> |
| SLT further action if required, assessed on case-by-case basis | |

Procedure for major incidents:

Eg fighting, bullying, serious damage to school property, smoking/vaping onsite

| | |
|--|---|
| Incident happens | |
| <p style="text-align: center;">Academic / Subject specific HOF to be informed ASAP</p> <p>Staff member to get students involved, including witnesses to write statement. Do Not Ask Any Leading Questions Incident recorded onto ClassCharts</p> | <p style="text-align: center;">Pastoral incident HOY to be informed ASAP</p> <p>HOY to get students involved, including witnesses to write statement. Do Not Ask Any Leading Questions Incident recorded onto ClassCharts</p> |
| <p>If a safeguarding issue the Designated Safeguard Lead should be informed ASAP. The DSL Office to further investigate. Details to be entered on CPOMS. AHT to be informed and updated.</p> | |
| <p>HOY / HOF to meet with pupil and parents and agree on a plan of action to move forward and reintegrate student into lessons. Tutor to be informed to help monitor situation.</p> | |
| <p>HOY / HOF one week after incident to have a follow up review meeting. Contact with parents. ClassCharts updated.</p> | |