



Positive Behaviour – Essential Agreements

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Rationale

At Dubai British School Jumeira (DBSJ), we believe in nurturing a learning environment that promotes positive behaviour, emotional well-being, and academic success. Our approach is informed by the work of Paul Dix in "When the Adults Change, Everything Changes" and Debra Em Wilson's "The Polyvagal Path to Joyful Learning." These texts emphasise the importance of educators' roles in supporting students' emotional regulation and fostering a compassionate and mindful community.

Definitions to Support This Policy

- **Positive Behaviour:** Actions that contribute to a respectful, safe, and supportive school environment.
- **Self-Regulation:** The ability to manage one's emotions, thoughts, and behaviours effectively.
- **Mindfulness:** Being aware of and attentive to the present moment, fostering calm and clarity.
- **Compassion:** Recognizing the feelings and needs of others and acting with kindness.
- **Empathy:** The capacity to understand and share the feelings of another person.
- **Polyvagal Theory:** A theory developed by Dr. Stephen Porges that explains how the nervous system affects emotional regulation and social behaviour. It emphasises the role of the vagus nerve in promoting a sense of safety and connection, which is crucial for effective learning and emotional well-being.
- **Zones of Regulation:** A framework used to teach students self-regulation and emotional control. It categorizes emotions and states of alertness into four coloured zones.

Aims

- To create a safe and supportive environment where all students can thrive.
- To empower students to take responsibility for their behaviour, promoting self-regulation, mindfulness, and empathy.
- To instill a sense of pride in students for making positive choices and contributing to the school community.
- To ensure that all members of the school community understand their role in promoting positive behaviour.
- To provide consistent and fair responses to behavioural challenges, focusing on restorative practices.

Literature that Underpins our Approach

Paul Dix, "When the Adults Change, Everything Changes": This book emphasizes the crucial role of adults in shaping the behaviour and environment of a school. By focusing on consistency, positive relationships, and clear boundaries, Dix outlines practical strategies for managing behaviour effectively.

Debra Em Wilson, "The Polyvagal Path to Joyful Learning": Wilson's work highlights the importance of the nervous system in learning and behaviour. Understanding the Polyvagal Theory helps

educators recognize the impact of stress and safety cues on students, promoting a calm and engaging learning environment.

Developed by Leah Kuypers (2011), the Zones of Regulation framework provides a practical tool for teaching students self-regulation and emotional control. It categorises emotions and states of alertness into four zones: Blue, Green, Yellow, and Red. By helping students identify their current emotional state, the Zones of Regulation framework supports the development of strategies for managing emotions and behaviours, fostering a greater sense of self-awareness and emotional intelligence.

Essential Agreements

For Students

- Treat others with respect and kindness, recognising the pride in contributing to a positive school environment.
- Take responsibility for your actions and learn from mistakes, understanding how your behaviour impacts others and your own sense of pride.
- Practice mindfulness and self-regulation techniques, using the Zones of Regulation to identify and manage emotions.
- Show empathy and support your peers, celebrating achievements and learning opportunities.

For Parents

- Support the school's behavioural policies and ethos at home, fostering a sense of pride in your child's positive actions.
- Encourage open communication with your child about their school experiences, discussing the importance of emotional regulation and the Zones of Regulation framework.
- Model positive behaviour and emotional regulation, demonstrating pride in being part of the school community.
- Collaborate with the school when matters relevant to your child's behaviour arise and remain supportive in the implementation of agreed action points.

For Educators

- Foster a positive and inclusive classroom environment, instilling pride in students for their contributions and achievements.
- When real opportunities arise, model positive behaviour and coach children through challenging circumstances, using these moments as teachable experiences to reinforce emotional regulation and empathy.
- Use consistent and fair approaches to behaviour management, incorporating the Zones of Regulation to help students understand and manage their emotions.
- Build strong relationships with students, based on trust and respect, and acknowledge their efforts and improvements with pride.
- Reflect on and manage your own emotional responses and model the importance of emotional regulation.

For School Leaders

- Model the school's values and expectations in all interactions, showcasing pride in the school's positive culture.
- Support teachers, students, and parents in understanding and implementing the behaviour policy, emphasising the use of the Zones of Regulation for emotional management.
- Provide ongoing professional development related to behaviour management and emotional regulation, fostering a culture of pride in continuous learning and growth.
- Foster a culture of accountability, empathy, and pride in achievements and improvements within the school community.
- Ensure that all members of the school community are informed about and engaged with the behaviour policy, promoting pride in being part of DBSJ.

Categories of Behaviour

Behaviours that instil pride

At DBSJ, we encourage our students to behave in ways that make them proud and reflect the values of our school community. Positive behaviours are actions that contribute positively to the school environment and demonstrate core values such as mindfulness, respect, compassion, and empathy. Examples of positive behaviours include:

- **Mindfulness:** Being aware of your surroundings and how your actions affect others.
- **Respect for the School Campus:** Taking care of school property and keeping the environment clean.
- **Compassion:** Helping others in need and showing kindness in daily interactions.
- **Empathy:** Understanding and sharing the feelings of others and being supportive.
- **Consideration for the Environment:** Being mindful of environmental sustainability, such as recycling and reducing waste.
- **Demonstrating Pride in Own Actions:** Taking responsibility for one's behaviour and feeling proud of positive contributions to the school community. What this looks like in a DBSJ context will grow organically. Statements demonstrative of this might include:
 - o Being proud that I gave my all.
 - o Being proud that I tried something new.
 - o Being proud that I am a little closer to my goal even though i'm not there yet.

Students demonstrating these behaviours that instill pride may be recognised with house points and other forms of acknowledgment as exemplary DBSJ students.

Level 1 Behaviours (Low-Level)

Level 1 behaviours are minor disruptions or inappropriate actions that can typically be managed within the classroom setting.

Level 2 Behaviours (Moderate-Level)

Level 2 behaviours are more significant issues that may require intervention beyond the classroom. These behaviours may disrupt the learning environment or affect the well-being of others.

Examples include:

- Repeated Level 1 behaviours
- Moderate disrespect towards staff or peers
- Minor vandalism or damage to school property
- Bullying or exclusion of peers
- Dishonesty, such as cheating or lying

Level 3 Behaviours (Serious)

Level 3 behaviours are serious incidents that significantly impact the school community or individuals within it. These behaviours require immediate attention and a structured response.

Examples include:

- Physical aggression or violence
- Major vandalism or destruction of property
- Theft or significant dishonesty
- Severe bullying or harassment
- Bringing prohibited items to school (e.g., dangerous objects)

Approaches to Dealing with Behaviours

At DBSJ, we use a graduated approach to address behaviours, ensuring that responses are proportional to the severity and frequency of the behaviour. Our approach is informed by Paul Dix's emphasis on calm, consistent responses and restorative practices, as well as the emotional regulation insights from Debra Em Wilson's work and the Zones of Regulation framework to help students understand and manage their emotions effectively.

Level 1 Behaviours (Low-Level)

Approach:

- **Initial Response:** The teacher addresses the behaviour privately with the student, using a calm and consistent approach to discuss the issue and its impact.
- **Reflection and Restoration:** The student is encouraged to reflect on their actions using the Zones of Regulation framework to identify their emotional state and consider alternative responses.
- **Restorative Conversation:** A brief restorative conversation may be held, where the student acknowledges their behaviour and its impact on others. They may also be asked to make amends if necessary.
- **Positive Reinforcement:** Positive behaviours are reinforced, and students are encouraged to take pride in their actions.

Further Steps (if behaviour persists):

- **In-Class Consequences:** Consequences such as a brief timeout or loss of privileges may be applied.

- **Parental Involvement:** Parents are informed if the behaviour persists, and a meeting may be scheduled to discuss strategies for support.

Level 2 Behaviours (Moderate-Level)

Approach:

- **Teacher and Leadership Involvement:** The behaviour is addressed by both the teacher and a member of the leadership team. The student is given an opportunity to explain their actions and reflect on the consequences.
- **Behaviour Support Plan:** A behaviour support plan may be developed, outlining specific goals and strategies for improvement. This plan will involve the student, parents, and relevant staff members.
- **Restorative Practices:** A more formal restorative meeting may be held to address the behaviour's impact on the school community. The focus is on understanding the harm caused and finding ways to repair it.
- **Zones of Regulation Integration:** The student is supported in using the Zones of Regulation to develop better self-awareness and emotional control.

Further Steps (if behaviour persists):

- **Increased Consequences:** More significant consequences, such as loss of school privileges.
- **Regular Monitoring:** The student's progress is closely monitored, with regular updates provided to parents.

Level 3 Behaviours (Serious)

Approach:

- **Immediate Response:** Immediate action is taken to ensure the safety and well-being of all students and staff. The student is removed from the situation if necessary.
- **Leadership Team Intervention:** The leadership team conducts a thorough investigation and meets with the student and parents to discuss the incident.
- **Serious Consequences:** Serious consequences, including internal suspension, may be applied. The student's behaviour is documented, and a comprehensive behaviour support plan is developed.

Further Steps:

- **Suspension:** In cases of severe or repeated Level 3 behaviours, the student may be suspended. Each suspension is communicated with the Knowledge and Human Development Authority (KHDA) and remains on the student's record.
- **Repeat Suspensions:** If a student is suspended multiple times, the situation is reviewed by the leadership team and KHDA. A meeting with the parents and students is held to discuss the potential for more severe consequences, including exclusion.
- **Exclusion:** In extreme cases, where the safety and integrity of the school community are at risk, and after all other interventions have been exhausted, the student may be permanently excluded from the school. This decision is made in consultation with KHDA and is a last resort.

Safeguarding

**All DBSJ policies are developed using AI as an assistive technology but are all authored by members of staff*

At Dubai British School Jumeira (DBSJ), the safety and well-being of our students are our highest priorities. To ensure every child is safeguarded, we systematically track behaviour patterns over time. This allows us to identify any concerning trends that may indicate underlying issues or the need for additional support.

All behaviour incidents, regardless of severity, are logged and tracked using CPOMs, our dedicated safeguarding platform. This comprehensive system enables us to maintain detailed records, monitor individual student behaviour, and identify patterns that may suggest potential safeguarding concerns.

Behaviour is often a form of communication. It can indicate a wide range of underlying issues, from emotional distress to unmet needs. At DBSJ, we recognise that changes in behaviour or repeated incidents may sometimes raise safeguarding concerns. When such patterns are identified, the safeguarding team is alerted to evaluate the case thoroughly.

The safeguarding team, comprising trained professionals, assesses the situation to determine the appropriate response. This may involve:

- Conducting a deeper investigation: Understanding the context and factors contributing to the behaviour.
- Collaborating with parents and guardians: To gain insights and provide additional support.
- Engaging external agencies: When necessary, we work with external child protection agencies to ensure the child's safety and well-being.

We are committed to ensuring that all students remain safe at all times. Our proactive approach to behaviour tracking and safeguarding helps us to respond swiftly and effectively to any concerns, ensuring that every child at DBSJ receives the care and protection they need.

Relevant Policies

1. Safeguarding and Child Protection Policy
2. Anti-Bullying Policy
3. Behaviour and Discipline Policy
4. Inclusion and Diversity Policy
5. Attendance and Punctuality Policy
6. Special Educational Needs and Disabilities (SEND) Policy
7. E-Safety and Acceptable Use Policy
8. Health and Well-being Policy
9. Parental Engagement Policy
10. Exclusion Policy