

RBS STUDENT BEHAVIOUR POLICY

Rationale

At Reach British School, we believe that all school members show respect and exercise consideration towards each other following the School's Code of Conduct. Every student has the right to learn and feel safe and every teacher has the right to feel safe in a cooperative school environment.

Principles

- The following principles will guide our school in our management of all student behaviour:
- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

Code of Conduct

1. Behave in a safe, sensible manner
2. Respect the rights of others
3. Treat others as you would like to be treated
4. Respect all property and the school environment
5. Follow staff directions

Home - School Agreement

The school shares a Home - School Agreement with parents and students. A copy is signed by the parent and student and kept on file with the classroom teacher.

Rights and responsibilities of students, parents and staff as identified in the Home – School Agreement

<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> • Learn in a purposeful and supportive environment; • Learn and play in a safe, friendly and well maintained environment; • Be respected; and • Be treated fairly. <p>حقوق الطالب :</p> <ul style="list-style-type: none"> • أن يتعلم في بيئة هادفة وداعمة • أن يتعلم ويلعب في بيئة ودية ، آمنة ، محمية ومصانة بشكل جيد • أن يُعامل بعدل واحترام 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Ensure that their behaviour is not disruptive to the learning of others; • Ensure that they are punctual, polite, prepared and display a positive manner; and • Behave in a way that protects the safety and wellbeing of themselves and others. <p>واجبات الطالب :</p> <ul style="list-style-type: none"> • التأكد من أن سلوكهم في الفصل لا يسبب ازعاجاً وتعطيلاً لتعليم الآخرين • المحافظة على الأدب والتهديب والأخلاق الحسنة • التصرف بطريقة لائقة تضمن السلامة لأنفسهم وللآخرين
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> • Be respected • Teach in a safe, well maintained environment; teach in a non-disruptive environment; • Seek co-operation and support from parents; • Be part of a team 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour; • Ensure that the school environment is safe and well maintained; • Establish positive relationships with colleagues and students; • Establish and maintain clear classroom management routines;

<p>حقوق المعلم :</p> <ul style="list-style-type: none"> • أن يُعامل باحترام • أن يُعلّم في بيئة آمنة ومصانة بشكل جيد • أن يُعلّم في بيئة ملائمة وصالحة للتعليم • التماس التعاون والدعم من الوالدين • أن يكون عضواً في الهيئة التعليمية 	<ul style="list-style-type: none"> • Ensure good organisation and planning; • Establish and maintain on-going, open communication with parents; and • Adhere to RBS School policy <p>واجبات المعلم :</p> <ul style="list-style-type: none"> • أن يكون قدوة صالحة ونموذجاً للاحترام والصدق والتهديب • التأكد من أن البيئة المدرسية آمنة ومصانة بشكل جيد • إقامة علاقات ايجابية مع الزملاء والطلاب • ضمان التنظيم والتخطيط الجيد في ادارة الفصل • أن يكون على تواصل دائم مع أولياء الأمور • الالتزام بسياسة المدرسة ونظامها
<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> • Be informed of policy and procedures, and decisions affecting their child's wellbeing; • Be informed of their child's progress; • Access a quality education program for their child; • Be involved in decision making processes. <p>حقوق أولياء الأمور :</p> <ul style="list-style-type: none"> • ابلاغهم بجميع القرارات والإجراءات التي لها علاقة بمصلحة أبنائهم • ابلاغهم بمستوى أبنائهم في التعليم والتقدم الذي يحرزونه • اطلاعهم على خطوات سير العملية التعليمية والبرامج التي تساهم في تطوير مستوى التعليم لأبنائهم • منحهم حق المشاركة في صنع القرارات المهمة والمفيدة 	<p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Ensure that their child is punctual to school; • Ensure that their child achieves an attendance rate of 96% or more; • Ensure their child is in good health; • Ensure that their child is provided with appropriate materials to make effective use of the learning environment; • Support the school in providing a meaningful education for their children; • Establish and maintain open communication with teachers and administrators; <p>واجبات أولياء الأمور :</p> <ul style="list-style-type: none"> • ضمان احضار أبنائهم إلى المدرسة في الموعد المحدد • التأكد من أن طفلهم يحقق نسبة الحضور إلى المدرسة لا تقل عن 96% • ضمان أن طفلهم بحالة صحية جيدة • توفير المواد والوسائل اللازمة لضمان استفادة الطالب من البيئة التعليمية الفعالة • دعم المدرسة في توفير تعليم هادف لأبنائهم • التواصل الدائم مع المعلمين والجهاز الإداري

Classroom Plan for Positive Behaviour Management

Teachers will establish an inclusive, safe and stimulating learning environment in which rights and responsibilities, and behaviour expectations and consequences will be developed. Classroom Agreements to include but not be restricted to; mutual respect, attentive listening, no put downs, strive for your personal best and work in a safe and secure environment. The following is a guide to a consequential type classroom plan at Reach British School.

- Teachers will establish a positive classroom environment.
- The teacher and students negotiate a set of class agreements/rules to ensure behaviour expectations and boundaries are fully understood and consistently applied.
- The teacher and students negotiate consequences for breaches of classroom agreements/rules. Consequences are to follow a step-by-step format and be referred to regularly.
- Consequences will work on a one day cycle.
- Transgressions and consequences are tracked and recorded.
- For repetitive breaches, administration and parents are to be informed.
- For identified students at risk, individual risk management plans to be developed.
- Forward a copy of the classroom plan to the Principal for endorsement.
- Display a copy of the classroom plan
- Share a copy of the classroom plan in the parent /class information booklet/parent information session

Expected Behaviours at school

- Students are encouraged to play cooperatively, showing care and respect for others and the environment.
- Students will not leave the school grounds without permission
- Students will arrive at school between 7:30 and 7.45 am, except for a purpose which has been approved by the Principal
- Students will enter a classroom only if a teacher is present in the room
- Students will walk in the hallways
- Students will not deliberately disrupt other people's games
- Students will not play with any equipment before school

- Students will borrow and use sports equipment only at lunchtime and recess, using it safely
- Students will not use their own mobile phones or tablets during the school day. If a student brings such devices to school, they should be switched off and kept safely out of sight. The school bears no responsibility for lost or damaged devices on school premises
- Students are expected to take proper care of Chrome Books, Laptops and Desktop Computers, provided by the school for their learning

Early Years Behaviour Management Plan

In our Early Years Foundation school, we have created an atmosphere that encourages good and positive behaviour, we believe that children flourish best when they know how they are expected to behave, and gain respect through interaction with caring adults who show them respect and value their individual personalities.

Children require to have set boundaries of behaviour for their own and others safety. Within our setting we aim to set these boundaries in a way which helps the child to develop a sense of knowing their own behaviour, both in our environment and with peers and adults.

Staff's expectations for children's behaviour should be high and, at all times, they should lead by example. Staff should aim for children to learn to:

- Leave their parents/carers happily and with confidence.
- Participate in group activities and develop skills of sharing and taking turns.
- Ask for and be willing to receive help or advice from others.
- Follow simple age-appropriate instructions to their individual stage of development.
- Enjoy and respond to praise.
- Develop skills of concentration when involved in both child-led and adult-directed activities.
- Demonstrate good manners at all times.
- Show consideration and respect for resources and equipment, and for other students' belongings.
- Establish consistency in behavioural responses between home and school when spending time with different adults.

Staff should:

- Recognise that every child matters as an individual.
- Support each child in developing self-esteem, confidence and feelings of competence.
- Provide and build strong and positive relationships with children and their families.
- Work in partnership with parents and carers by communicating openly.

- Praise children and acknowledge their positive actions and attitudes.

As an Early Years Foundation school, we recognize that most children, at certain ages/stages in their development, demonstrate behaviour that is generally considered negative. On occasion, children may demonstrate negative behaviour through physical responses such as biting or kicking, or may vocalise their displeasure. Regardless of their behaviour, all staff are required to respond to children in a calm and positive manner.

When children behave in an unacceptable way:

- They should not be singled out or humiliated in anyway. The staff will redirect the children towards alternate activities and a discussion will take place respecting that of the child's level of understanding.
- Staff will not raise their voices in a threatening way.
- Physical punishment is not to be used or threatened.
- Children should not be physically restrained, unless to prevent a physical injury to other children/adults and/or serious damage to property.
- Parents will be informed if their child is unkind to others or if their child has been upset.
- Parents may be asked to meet with staff to discuss their child's behaviour.
- Confidential records of negative behaviour should be kept, parents will be asked to read and sign any entries concerning their child.

Note:

Actions in line with Policy 50 (ADEK Private Schools Manual) will be followed as needed

All Early Years class teachers will use Class Dojo to record and monitor children's behaviour in school. Traffic Light systems are used in individually classes to highlight behaviour. Rewards are given in the form of class dojo points, stickers and certificates. Bus children are monitored by our Bus Assistants and any incidents of negative behaviour are recorded and shared accordingly. Rewards are given for positive behaviour as required.

Primary Behaviour Management Plan

All primary school teachers will use Class Dojo to record and monitor student behaviour in school. Expected behaviours are divided into three main categories. Respect, Safety and Responsibility. All classes will display the rules from three levels of misbehaviour. Teachers will agree on set rewards, with their students and year levels to reward students who reach different targets of DOJO points. Each staff members will be given 'caught doing right cards' which they should give to students to receive 3 DOJO points for the 10 positive behaviours we wish to see students exhibit across the school. The 10 positive behaviours can change according to the need of the school at any specific time with a main focus on the following:

Respect:

1. Respect others, all staff and students.
2. Be kind
3. Be helpful.
4. Speak respectfully.

Safety:

5. Work safely by keeping hands and feet to yourself.
6. Walk when in school.

Responsibility:

7. Be prepared for school.
8. Complete work by doing your best.
9. Be on time.
10. Keep the playground and classroom clean.

Negative Behaviours and Actions

Level 1 Behaviours	Action
<p>Behaviours that disrupt/stop learning from taking place and/or comprise the safety of oneself or others.</p> <p>Examples of Level 1 behaviours are as follows:</p> <ol style="list-style-type: none"> 1.1 Incomplete classroom assignment/Homework 1.2 Not wearing proper Uniform 1.3 Eating /drinking in undesignated areas 1.4 Moving in classroom without permission 1.5 Running or shouting in hallways 1.6 Littering 1.7 Climbing on furniture 1.8 Silly behaviour 1.9 Tardiness 1.10 Disrupting classroom Activity 1.11 Being rude or disrespectful 	<p>Teachers will follow a 4 step plan for Level 1 behaviours</p> <ol style="list-style-type: none"> 1. Verbal reminder – remind student of acceptable behaviour (Positive reinforcement) 2. Verbal Warning 3. Lose 3 minutes Golden Time 4. Lose 5 minutes Golden Time

<p>1.12 Did not follow teacher instructions 1.13 Speaking in a discourteous tone 1.14 Playing in toilet/ Washrooms/ Prayer Room 1.15 In an out of bounds area in school building without permission 1.16 Throwing a projectile 1.17 Involved in rough play 1.18 Involved in a fight 1.19 Used bad language</p>	
<p>Level 2 Behaviours</p>	<p>Action</p>
<p>Repetition of level 1 OR 2.1 Refused to follow teacher instructions 2.2 Disobeying a staff member /teacher 2.3 Using obscene language 2.4 Rough play, deliberately causing injury 2.5 Stealing 2.6 Bullying – repetitive behaviours Verbal: name calling, using put downs - including Cyber bullying 2.7 Racist or sexist comments 2.8 Insulting 2.9 Intimidation Psychological: threats and implied threats 2.10 Emotional blackmail 2.11 Major pranking peer or a staff member 2.12 Unwanted messages 2.13 Threats to an individual’s reputation and/or safety 2.14 Relational: ostracising by excluding or rejecting an individual or group 2.15 spreading rumours and untruths, threatening to share personal information 2.16 Physical: hitting, pinching, scratching, punching, pushing</p>	<p>Teachers follow a 3 step plan</p> <ol style="list-style-type: none"> 1. Incident report on Engage Contact parent – meeting to discuss behaviour and make notes on Engage (includes date of meeting and outcome). Discuss, explain and implement a behaviour log with parent (student present at meeting). 2. Teacher record incident on Engage and involve Year Leader - Send child to Year Leader who contacts the parent and meet them with the social worker. - One-day internal suspension with behaviour plan issued by social worker 3. Teacher record incident report and involve Key Stage leader - Send child to Key Stage Leader who contacts parent and explains a one-day suspension from school (Involve Social worker and update Engage with details i.e. date of suspension).

Level 3 Behaviours	Action
<p>Repeated Level 1 & 2 behaviours OR the following:</p> <p>3.1 In appropriate use of technology to access indecent Image etc.</p> <p>3.2 Disrespecting or fighting with a staff Member/teacher</p> <p>3.3 Leaving school without permission</p> <p>3.4 Possession of illegal /prohibited /dangerous items</p> <p>3.5 Defaming political, religious or social Symbols</p> <p>3.6 All behaviours that put the school's reputation at risk.</p>	<p>Teachers follow a 2 step plan for Level 3 behaviours.</p> <ol style="list-style-type: none"> 1. Teacher record incident report on Engage and send student to Head of Primary Upon investigation results, the student can be suspended for a period of 1 – 5 days. HOP contacts and meets with parents 2. Teacher record incident report on Engage Student taken to Head of Primary/Vice Principal Upon investigation results, Social Worker is involved and documentation of all incidents and suspensions are submitted to ADEK Parent informed that documentation have been shared with ADEK 3. Teacher record incident report on Engage Student taken to HOP/Vice Principal Parent meeting with Notice of Non-renewal of enrolment and / or expulsion in line with ADEK policy – Documentation prepared by Social Worker, signed by principal and send by ADEK liaison officer

Secondary Behaviour Management Plan

All secondary school teachers will use Class Dojo to record and monitor student behaviour in school. Essential Agreements created with the students as well as the 5 P's will be displayed in all classrooms.

This is a set of five class room rules, a learning contract that the students are made familiar with.

It includes the following five key areas.

To be:

1. Prompt
2. Prepared

3. Productive
4. Polite
5. Patient

Negative behaviours are divided into three levels that involves a Chance, Choice and Consequence criteria.

Teachers are encouraged to catch students behaving well and following the rules with the awarding of extra Class Dojo points. Teachers will agree on set rewards with their students and departments to reward the students who reach different targets of Class Dojo points.

Negative Behaviours and Actions

Level 1 (Chance)	Action
<p>Behaviours that disrupt/stop learning from taking place and/or comprise the safety of oneself or others.</p> <p>Examples of Level 1 behaviours are as follows:</p> <p>1.1 Incomplete classroom assignment/Homework</p> <p>1.2 Not wearing proper Uniform</p> <p>1.3 Eating /drinking in undesignated areas</p> <p>1.4 Moving in classroom without permission</p> <p>1.5 Running or shouting in hallways</p> <p>1.6 Littering</p> <p>1.7Climbing on furniture</p> <p>1.8 Silly behaviour</p> <p>1.9 Tardiness</p> <p>1.10 Disrupting classroom Activity</p> <p>1.11 Being rude or disrespectful</p> <p>1.12 Did not follow teacher instructions</p> <p>1.13 Speaking in a discourteous tone</p>	<ol style="list-style-type: none"> 1. The student is spoken to about the inappropriate behaviour (Verbal Warning) No record kept 2. The incident is recorded on Engage – parents informed (Tick for system message) 3. Repeated incidents, refocus at break during detention using the Time Out Think sheet. ** 4. Teacher record incident on Engage – Phone parent and make notes of actions taken (date and outcome of discussion) 5. Teacher involves Head of Secondary who investigates, log incident on Engage and contact parents (Date and notes on system).

<p>1.14 Playing in toilet/ Washrooms/ Prayer Room 1.15 In an out of bounds area in school building without permission 1.16 Throwing a projectile 1.17 Involved in rough play 1.18 Involved in a fight 1.19 Used bad language</p>	
Level 2 (Choice)	Action
<p>Repetition of level 1 (Minimum of 3 incidents logged on Engage) OR</p> <p>2.1Refused to follow teacher instructions 2.2Disobeying a staff member /teacher 2.3Using obscene language 2.4Rough play, deliberately causing injury 2.5 Stealing 2.6 Bullying – repetitive behaviours Verbal: name calling, using put downs - including Cyber bullying 2.7 Racist or sexist comments 2.8 Insulting 2.9 Intimidation Psychological: threats and implied threats 2.10Emotional blackmail 2.11 Fighting 2.12Major pranking peer or a staff member</p>	<ol style="list-style-type: none"> 1. Teacher or staff member involved log incident on Engage 2. The student is spoken to about the inappropriate behaviour and referred directly to the Head of School through the Incident Report. <ul style="list-style-type: none"> - The Social worker carry out an investigation, contact parents and keep paper records of parent meetings. 3. Head of School (HOS) to decide, based on evidence, whether it is appropriate to have a time out/withdrawal period/in school suspension in the Reflection room (This is a room that is covered by rota to keep children in school but out of mainstream classes) or out of school suspension. Decision needs to dated and logged on Engage (Share with parents – tick for system message). * If the behaviour continues over a period of time: 4. HOS and parents meet to determine an Individual Behaviour Management Plan

<p>2.13 Unwanted messages</p> <p>2.14 Threats to an individual's reputation and/or safety</p> <p>2.15 Relational: ostracising by excluding or rejecting an individual or group</p> <p>2.16 spreading rumours and untruths, threatening to share personal information</p> <p>2.17 Physical: hitting, pinching, scratching, punching, pushing (Assaulting others risking their safety or reputation)</p> <p>2.18 Wilful damage to school property including but not exclusive to electronic devices</p> <p>2.19 inappropriate use of the fire alarm.</p>	<p>for return to classroom and playground such as Daily report. *</p> <p>5. Social worker will implement an Individual Behaviour Plan</p>
Level 3 (Consequence)	Action
<p>Repetition of level 2</p> <p>3.1 In appropriate use of technology to access indecent Image etc. (See e-safety policy)</p> <p>3.2 Disrespecting a staff member /teacher</p> <p>3.3 Leaving school without permission</p> <p>3.4 Possession of illegal /prohibited /dangerous items</p> <p>3.5 Defaming political, religious or social symbols</p> <p>3.6 All behaviour that put the school's reputation at risk.</p>	<p>1. Incident to be recorded on Engage by the person that is reported to – HOS informed and contacts parent for a meeting (Log meeting outcome on Engage)</p> <p>2. The HOS/Principal/Vice Principal will follow the required procedures for out of school suspension of 1 to 5 days (in line with ADEK guidelines) – Social worker prepares documentation, shares with parents and arrange</p>

	<p>suspension as advised by SLT. Documentation shared with ADEK.</p> <ol style="list-style-type: none">3. Principal or nominated representative will conduct a re- entry interview and signed agreement if appropriate Implementation of a behaviour log4. Further incidents – recorded on Engage with student expulsion from RBS at the Principal’s discretion with ADEK’s approval.
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The Social Worker will monitor and track students’ behaviour trends throughout the term to organise meetings and issue letters as per the policy. The implementation of the policy will be reviewed termly by the Heads of School, Vice Principal, Principal and Social Worker and recommendations will be discussed and actioned as needed

APPENDIX 1

RECORD OF PARENT MEETING	
Student name: Parent Name :	Year:
Date : 5	Meeting Number with parent : 1 - 2 - 3 - 4 -
Attendees at Meeting: 1 2..... 3..... 4..... 5.....	
School Concerns : (School Principal / social Worker / SLT Member/ teacher)	
Parent Concerns:	
<u>Plan of Action:</u> 1. 2. 3. 4.	
Principal / Signature: ----- SLT Signature: ----- Social Worker / Signature: ----- Parent Signature: -----	

APPENDIX 2

Undertaking – Student Behaviour

Date:

I am the undersigned and the guardian of student named:

Enrolled at Reach British School in Year: for academic year 2019-2020.

Due to the behaviour shown from your son/daughter

I understand that there is a level of student behaviour and conduct that is deemed as acceptable at Reach British School. This is in accordance with Policy 50, Article 55 of the ADEK Private Schools Policy and Guidance Manual. Unacceptable behaviour includes, but is not limited to, using abusive or inappropriate language toward peers and/or teachers:

- Vandalism
- Theft
- Cheating
- Fighting with other students and/or bullying them/or kicking /using bad language.
- Using mobile phones during school time without the correct permission
- Truancy
- Possessing contraband materials.

I understand the school will follow the RBS behaviour management policy actions, and if there is still no improvement in your child's behaviour I understand the school can permanently exclude your child's or apply to ADEK to transfer your child's to another school as per ADEK policy I will not contest this, and will not renew the registration for the following academic year.

Thank you for your cooperation.

Parents Signature: _____

Social Worker: _____

Head of Department Signature: _____

Principal Signature: _____

APPENDIX 3

NOTICE OF TEMPORARY BAN FROM ATTENDING SCHOOL

In /Out School Suspension

To /guardian of the student:

Class/division:

As it is proved that on during the school day,
showed the following undisciplined Level Behaviour misconduct:

- *
- *
- *
- *

Such behaviour is against the school policy, and what is stipulated under the student conduct disciplinary bylaw of the school. As a result of his unacceptable behaviour it was decided to ban the student from attending classes for a period of, effective from..... The student can resume attendance on **You** are kindly requested to discuss this unacceptable behaviour with in order to avoid further action.

The school administration will be obliged to take more severe measures againstin case of repeating the same violation or displaying any other undesirable behaviour.

Please attend the student re-integration meeting at am onto discuss the incidents. *Your child will not be permitted to attend their classes until this meeting takes place.*

Principal



Mr Dene Bright

SLT Member Signature:

Social Worker Signature:

Signature of the Guardian as acknowledgement:

Issued on:

APPENDIX 4

WRITTEN UNDERTAKING BY THE STUDENT

I, the student, Year /Class:

As it is proved that on, corresponding to/...../..... ,
during the school day I have showed the following undisciplined conduct:

.....
.....
.....
.....
.....

Whereas such a behaviour is against the school bylaws and regulations, and what is stipulated under the student conduct disciplinary bylaw of the school. I do hereby undertake never to repeat such a conduct or any other undisciplined behaviour, otherwise, the school administration will take more severe measures against me in case of violation this undertaking.

School Principal / Signature:

Social Worker / Signature:



Student Signature :

Issued on:

APPENDIX 5

Parents Comments:

Signature:

Date:

Teacher's Comment:

Signature:

Date:

Social Worker's Comment:

Signature:

Date:

SLT Member Signature:

Principal Signature:



**Class Teacher
Student Behaviour
Report Card**

Name: _____

Class: _____

Week Starting: _____

Student Behaviour Report Card

STUDENT BEHAVIOUR TARGETS

Please enter the student specific behavior targets they need to work on. Mark behavior levels as per the key listed and signed in each lesson.

1.	2.	3.
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A: Above Expectation	B: Expected Level	C: Below Expectation
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Sunday Date:	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
Break time :	Break time :	Break time :	Break time :	Break time :