

The Central School Dubai

Al Nahda 2 Dubai, United Arab Emirates

1]. Section-A

<i>Title of the Policy</i>	Behavior for Learning Policy	<i>Designation</i>	Principal
<i>Name of Policy Writer</i>	Mala Mehra	<i>Date of Next Revision</i>	28th March 2019
<i>Date of Policy Revision</i>	29th March 2018	<i>Department/Section</i>	Principal
<i>Policy Code</i>	TCS/PC/1819/01		

2]. Section-B

<i>Approach</i>	<p><u>Principles</u></p> <p>The Behaviour for Learning policy is based on the following principles:</p> <ul style="list-style-type: none">• Every student has the right to learn• Every teacher has the right to teach without interruption• Every person in the school has the right to be spoken to in a respectful manner.• Teachers will use the language of choice when discussing a student's behaviour with them.• Every parent has the right to information about their child's behaviour, and to work in partnership with the school to encourage high standards and expectations. <p>To these ends, the following principles support our aims and rationale:</p> <ul style="list-style-type: none">• All students will be able to gain rewards that will remain relevant across the school.• There should be an emphasis on recognising, celebrating and rewarding positive behaviour. This will lead to a positive ethos with an emphasis on rewards, where students, parents and staff have a clear understanding of the consequences of any behaviour that hinders learning.• Expectations regarding behaviour will be displayed in all teaching areas.• Where a student chooses to behave inappropriately staff will consistently apply clear, sequential consequences according to this policy.
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Rationale

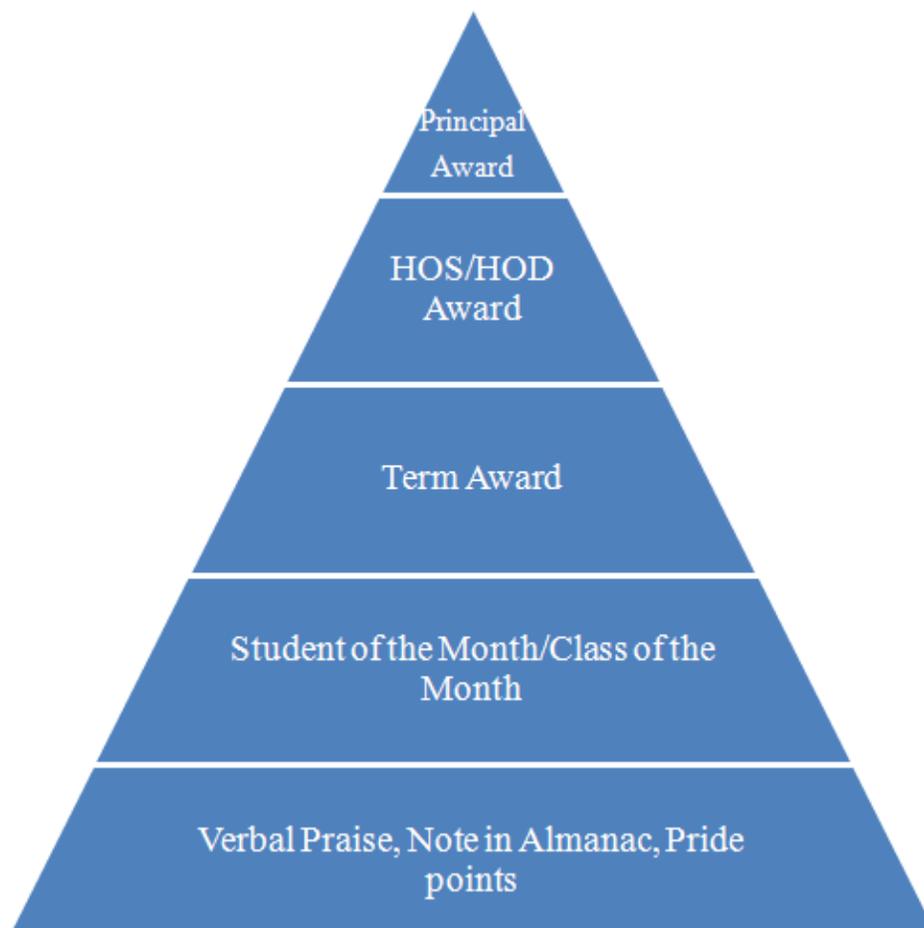
This policy sets guidelines of agreed principles and approaches that underpin the behaviour for learning strategy at the Central School Dubai. This supports the school's values of "the World is a family".

Behaviour for Learning gives a positive framework within which all members of the school can work. Its rationale is clear – optimum teaching and learning can take place when behaviour is positive, and inappropriate behaviour is managed as part of the learning process.

Aims

- To contribute to a school ethos where the values of "Islamic Culture" is embraced by all.
- To promote a positive learning environment throughout the school, ensuring learning can be effective, and students and staff feel safe, secure and respected.
- To ensure that low level disruption is kept to a minimum, so that the time for learning is maximised.
- To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To ensure that students, parents and staff are fully aware of:
 - The expected behaviour of students both in lesson and around the school
 - The clearly defined and sequential rewards for good behavior, attitudes towards learning and consequences for poor behaviour.
 - To communicate with parents quickly where significant positive or negative intervention has taken place.
 - PRIDE policy

REWARDS



Guidance Notes

Verbal Praise/note in Almanac

Students respond well when praised verbally. This may be used when a correct answer is provided, an answer is developed further, a student makes it a positive contribution to the learning environment and almanac is used and maintained properly by the students. The almanac is a vital communication tool between Student, Teacher and Parents. Positive contributions may be recorded using the appropriate place in the almanac.

PRIDE points

PRIDE points are awarded for a single piece of work that exceeds expectations. The maximum number of PRIDE points that may be given in any one instance is 5. Teachers may also use their professional judgment to award PRIDE points accordingly, however the maximum limit of 5, must not be exceeded. Suggestions include hard work and effort, excellent class work and homework, being very helpful, good teamwork and improvement and progress within a lesson.

P- Problem Solving- HW Regularity/Neatness of work/ Helpful

R- Respect-Respects teachers/students/ welcoming/wishing

I - Intelligence- Answer a question/ Participation in activities

D- Discipline-Fee dues/ Arrival/leave record/ Exit entry to class

E- Empathy- A good act/ Caught being good or helpful.

Besides this, over all any other act which needs to be commended, the teacher needs to give a PRIDE point. The Pride point needs to be written in the school almanac and the given needs to sign with her designation. The class teacher will compile the points weekly, monthly and annually for the final certificate.

PRIDE points should be recorded in the given excel sheet with rubrics.

It is the responsibility of the Class Teacher to record PRIDE points on a weekly basis on the spreadsheet. Certificates will be awarded on a monthly basis in the school almanac and only the outstanding students for best category during the Annual day.

- Bronze – 50 PRIDE points. Awarded by the Class teacher
- Silver – 100 PRIDE points. Awarded in assembly by HOD.
- Gold – 250 PRIDE points. Awarded in assembly by Supervisors.
- Platinum – 450 PRIDE points. Awarded in assembly by HOS
- When students receive a certificate, their names will feature in the Monthly Newsletter Above 450-Principal

Above 450-Principal/Student of the Month/ Class of the Month.

Principal award and Student of the Month awards are given in the Primary and Secondary School respectively. These awards are decided by the Class Teachers and collated by the Grade Coordinator and Head of Students. These awards are based on the display of the best attitudes towards learning, the qualities such as adaptability, honesty, respect, responsibility, leadership and regularity in attendance.

Class of the Month is given on the basis of responsibility, behavior, punctuality, classroom management and attitude of the students.

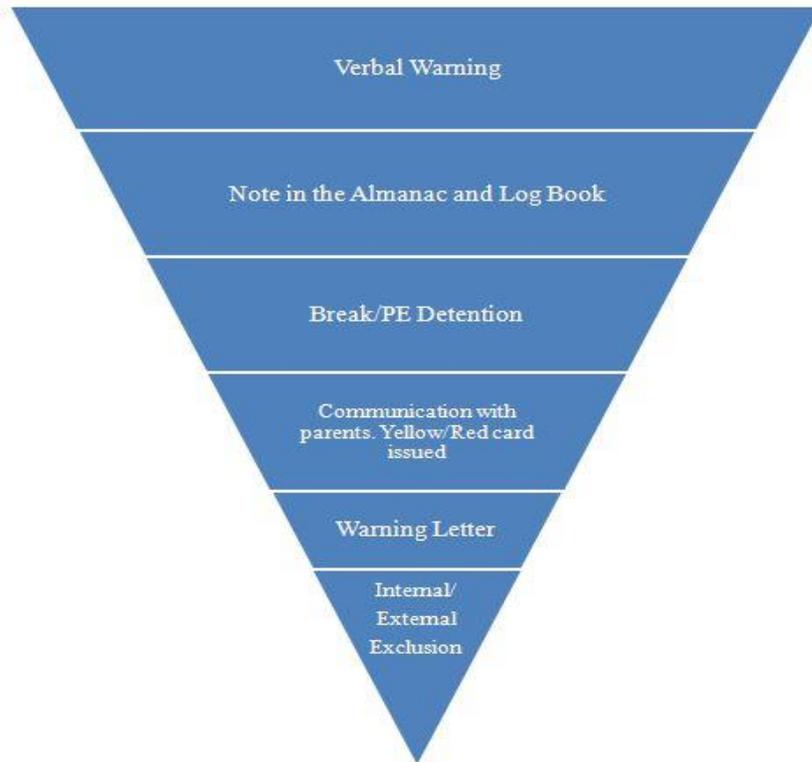
We use rewards to

- Create a secure, orderly and working environment.
- Raise students' self-esteem and make them feel valued.
- Set goals for personal achievements.
- Provide opportunities for students to aspire and assume responsibilities.
- Motivate and encourage students to do their best.
- Ensure effective teaching and learning can take place.
- Develop the students' sense of appropriate and inappropriate social behavior.

Appreciation Card

This is issued by the Principal to complement good work by staff and students

CONSEQUENCES



Consequences

Although we maintain a strong emphasis on acknowledging and rewarding positive behaviours, there will be some students who choose not to follow agreed expectations. In these cases consequences will be used consistently by all staff in a hierarchical way to

support learning and eliminate negative behavior. Consequences will be applied according to the diagram below. This will be displayed in all the classrooms and clearly shows the progressive nature of the consequences. It is important to remember that although the progressive nature must be followed, certain instances will require professional judgment and the need to bypass certain steps of the consequence triangle.

When applying a consequence, staff will focus on the behavior, not the individual. Staff will use the language of choice to point out that the student's choices have resulted in a consequence being imposed. Staff can use this language before a consequence is necessary to point out that, unless different choices are made, consequences will be negative. We are not a shouting school. Students must be spoken to in a restrained manner at all times.

It is not acceptable for a student to be asked to stand outside a classroom for a prolonged amount of time. Teachers may wish to ask a student to wait outside for a few minutes, but must then be allowed to re-enter the classroom.

In addition to these consequences, a variety of strategies may be used to ensure that homework and coursework are completed. This may involve sending a standard email home, contact by telephone and/or a "catch up" session at lunchtime or after school. Similarly, Grade coordinator and class teacher may use a variety of interventions to support students in terms of organisation, behaviour and attitude. This may involve contact with parents, placing a student on report or offering a student a mentor. The emphasis here should be on working with parents so that they are informed and can help to ensure that any interventions are viewed and acted upon positively.

Verbal warning / moved in class / note in Almanac

Apply to low level problems of a routine nature within the lesson:

- Lateness to lesson
- Inattentive behaviour
- Distracting others
- Lack of effort in classwork / homework
- Eating in class
- Inappropriate uniform
- Lack of equipment
- Talking out of turn

Every staff member has the autonomy and responsibility to challenge a student who chooses not to follow classroom rules / school code of conduct. This may take the form of either;

- Reminder of rules.
- 1st verbal warning.

- 2nd verbal warning for repeat of the behavior.
- Quietly speaking to a student.
- Instructing a student to move to another seat.
- Asking another teacher in the department to accommodate the student for the lesson.
- Writing a note in the almanac for the attention of parent / Class Teacher.

Break / lunch time detention

A 15 minute detention taken by the class teacher. Detention to be served on the same day if inappropriate behavior occurs during lessons before break time. If occurring during after break time, detention to be served the following day.

Students are to use time to reflect upon the reason they have been given the detention. Students are not to eat in detention. There is time afterwards to use the bathroom / have something to eat. The class teacher will be present throughout the detention. Students must not be asked to stand outside the staff room or pantry as part of the detention. Detentions to be recorded in the almanac.

Failure to attend break / lunch time detention leads to after school detention – see guidance notes for setting after school detentions.

Break / lunch time detentions may be set for:

- Failing to hand in homework
- Late to lesson with no valid reason
- Lack of required equipment

For Grade 1 & 2 students, 15 minutes detention from their play time will be given.

Detentions

Break Detentions / P.E Detentions are to follow a pastoral and academic route.

Detentions may be set for:

- 3 times late to school in one term
- Lack of Almanac on 3 occasions in one term
- Poor conduct around school
- Dropping litter
- Flouting of uniform expectations
- Punctuality issues

All detentions are to be coordinated by the SWD department and a standard letter sent home to parents. At least 24 hours' notice must be given. Grade Supervisors will notify the SWD Incharge of students they wish to place in pastoral detention. It is the responsibility of the SWD incharge to call the parent and hold a meeting with him/her along with the supervisor or HOS.

Guidance Notes for consequences

- Verbal warning is given which is recorded by Class Teacher and Grade Supervisor.
- After 3 verbal warnings, break or PE Detention can be given. A yellow card is issued to the student and parents are informed.
- After 3 yellow cards, a red card is issued to the student and parents to be called to meet the SEND Incharge, PE coordinator HOS/Principal depending on the nature of the issue.

Internal exclusion

This decision will be taken by the Head of Students –on a case by case basis.

- Persistent poor behaviour
- Serious breaches of expected conduct
- Instead of external exclusion

External exclusion

All Fixed Term External Exclusions will be sanctioned by the Principal of the school. Fixed Term Exclusions are an extremely serious consequence and will not be used lightly. However, if a student persistently fails to respond to the school's systems, and their behaviour remains disruptive, the school will use Fixed Term Exclusions. The school will also use these for isolated serious incidents which could include:

Aggression and violence

- Bullying
- Verbal abuse to staff
- Defiance
- Failing to follow the rules of internal exclusions
- Other serious incidents

The school will set a number of days for the exclusion, the numbers will increase as:

- The incidents become more serious
- The student persists in displaying the same behaviours despite previous consequences
- KHDA is informed accordingly.

	<p><u>Permanent exclusion</u> In extreme cases, the school will enforce the ultimate consequence of permanent exclusion. This decision is made in consultation with the Head of students, Head of Primary/Head of secondary, parents and Principal of the School. KHDA is included in the process of both External and Permanent Exclusion.</p> <p><u>Key points to remember</u></p> <ul style="list-style-type: none"> • Be consistent in your approach. • Use the language of choice. • You are a role model for young people. • Ensure students understand their behaviour results in a consequence – good or bad. • Focus on the behaviour, not the child. • The school follows the PRIDE point system.
<p><i>Policy Committee Members</i></p>	<p>Policy Incharge: Mala Mehra</p>
<p><i>Date:</i></p>	<p>Approved by: Mala Mehra</p> <div style="text-align: right;">  <p><i>Mehra</i> 30/3/18 Signature of Principal</p> </div>