

Gulf English School

مدرسة الخليج الإنجليزية



Primary Behaviour Policy

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Updated:

September 2022

Introduction

The purpose of this guide is to outline how the school and parents/carers work together to create a positive and motivating environment which enables all children to learn and which is inclusive of adults and children's race and culture, individual needs and vulnerabilities and which ensures the safeguarding of children.

Our school has a British outlook and ethos, combined within an Arabic culture. British etiquette and manners are expected and encouraged from all pupils. Our school is also an international school, committed to respecting the cultures of the various nationalities attending GES.

The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. This means there is a strong sense of community cohesion within our school and a high level of cooperation amongst teaching staff and between staff, pupils and parents.

In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruptive free environment.

**Creating an environment of good behaviour and preventing poor behaviour.
key approaches we take at school in behaviour management.**

1) Aims and principles of our Code of Discipline

The Code of Discipline aims to achieve:

- The efficient operation of the school
- The structuring of in-class Discipline which promotes an efficient and stimulating environment.
- The maintenance of good order and safety throughout the school day, including break times, sports activities and movement between classes. - The development of self-discipline in all pupils and care and courtesy towards others.
- The development of respect for school buildings, all school property and the general school environment.

2) Values of Gulf English School

Above anything else, we teach our school values, which, if learned well, serve as the basis of decision making by every member of our community, including children and adults.

Our school values are: **Caring, Fairness, Respect, Tolerance, Compassion, Courtesy, Honesty**

The main ways we teach our values are:

- 1) All adults serve as good role models for children at school and home.
- 2) Teaching discrete lessons across the curriculum, including in PSHE.
- 3) During the whole school and celebration assemblies.
- 4) When adults interact with children, even when discussing a child's behaviour.
- 5) When adults communicate with adults, even owing to a disagreement or frustration. This applies even when using social media.
- 6) Providing opportunities for the children to lead using our values such as in community service projects, creating clubs for younger children, taking part in the school council, serving as a play leader, serving as a young interpreter, representing the school in sporting events and so on.

3) Agreed rules based on our values:

In order to live within our values, we must all demonstrate the following behaviours:

Pupils

- Respect other children's culture, race, feelings, beliefs and values.
- Wear my uniform correctly.
- Accept responsibility for the things that I do on school trips.
- Be responsible for my school, my community and homework.
- Ask for help if I need it and try my best in all that I do.
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.
- Be helpful.

Parents/Carers

- Encourage my child to appreciate the diversity within our school.
- Support the school by encouraging my child to follow the school behaviour policy.
- Working positively with the school when my child doesn't follow the behaviour policy.
- Make sure my child arrives at school between 7.10am and 7.25am prepared to start lessons.
- Make sure my child wears proper uniform.
- Support my child in making sure that homework is completed on time.
- Attend meetings with my child's teacher and other staff and communicate in a positive manner and respectfully with staff to support my child in school.
- Encourage a positive, growth mindset towards my child's education and our school.
- Teach my child how to behave safely and positively when on school trips.
- Teach the children, starting with being a role model, to develop a possible attitude to one another, regardless of gender, race, culture, belief, values, age and need.

- Teach the children, starting with being a role model, to adhere to the school behaviour policy.
- Report sensitively and accurately to parents/carers when a child doesn't follow the behaviour policy.
- Regularly meet with parents/carers and communicate positively and respectfully with parents/carers to support the child.
- Be open to new ideas from parents/carers to support the child.
- Teach the children how to behave safely and helpfully at school and when in the community.

Each class at the start of an academic year will create agreed rules that demonstrate each one of our school values, written in positive (do's) language that the children understand and are able to follow. These rules will cover the classroom, the playground, outside of school when trips and traveling to and from school.

| Values | Classroom | Corridors Toilets | Playground | Trips |
|------------|-----------|-------------------|------------|-------|
| Caring | | | | |
| Fairness | | | | |
| Respect | | | | |
| Compassion | | | | |
| Courtesy | | | | |
| Honesty | | | | |

4) Praise and active supervision

All adults, when with children, will actively scan the areas, model, interact, move around and reinforce wanted behaviour. Desired behaviours will be praised, including academic achievement/effort, behaviour and showing our values.

5) Awareness lessons

Part of ensuring good behaviour is teaching the children skills to become better aware of how they feel about issues in life. Rather than letting negative feelings bottle up, children should be encouraged to communicate these feelings in a safe and pro-social way. All children will have mindfulness time every day.

6) Growth mindset

Life is sometimes hard and things go wrong. Sometimes things go wrong because of mistakes made by one's self or by another person – either way, our children need to be equipped to grow and learn from mistakes to see the positive side of failure. By developing children with a growth mindset, they are less likely to take out their frustrations on others by displaying poor behaviour. Our values for learning serve as a vocabulary for our growth mindset teaching: Curiosity, determination, initiative, optimism, resilience and responsibility. All children will have growth mindset lessons within the curriculum.

7) Celebration Assemblies

Celebration assemblies are demonstrations of our school values of love and fairness – they are a celebration of each child, regardless of their achievements and challenges. At Gulf English school our value of fairness means that all children deserve celebration at some point and our celebration assemblies are moments in the school year when children are reminded that we love them. The determination is when a celebration assembly takes place could even be during a week when a child faces many challenges, including poor behaviour.

8) Engaging lessons that cater for the needs of individual children

In order to develop good behaviour, engaging lessons will be planned and delivered to keep children focused on learning and progress while also teaching our core values.

Encouraging good behaviour and Sanctioning poor behaviour Rewards

- 1) **Class Dojo** – Each child has a Dojo account where points will be added for excellent behaviour and achievement. All parents and carers have access to this account to monitor their child's progress at school and through this account will be notified of commendable positive behaviour. Parents can gain access to Class Dojo online after setting up an account with the help of the classroom teachers. Achievements or misbehaviour must be awarded by the adult responsible for the subject area – no child may issue Dojo Points to another child. Dojo points will be reset every half term.
- 2) **Wow! Board** – For extra special positive acts and achievements, a child can be nominated by an adult to be celebrated on the wow board. Wow! Board nominations will stay on the board for the remainder of the academic year and will earn house points.
- 3) **Star of the week** – Each week a child is nominated by the class teacher to be awarded with a 'Star of the week' certificate in assembly. This award is based on a positive achievement and/behaviour displayed by the child.
- 4) **Student of the month** – Each month, two children from each year group are nominated by the teachers. The child is awarded with a certificate in assembly and their photo and name displayed on the school's instagram.

5) **GES star Certificates** –Dojo points will convert into GES star certificates. We will celebrate weekly the number of house points awarded across the school to help the children quantify their contribution towards the ethos of the school and to congratulate particularly successful children. In KS1 children can earn a red GES star certificate for achieving 20 Dojo points in the week. For a silver certificate they must earn 40 dojo points and 60 points for a gold certificate. If a child is awarded a red certificate 6 times, they automatically receive a silver certificate. They must then receive a silver certificate 4 times to obtain a gold certificate.

In KS2 Ges star certificates are awarded for different achievements, including the number of Dojo points earned, based on in-class systems to suit the pace and expectations of the cohort by the class teacher.

6) **In-class Rewards** – Each teacher will have his/her whole class, table and individual reward systems in class, such as the marble jar, table points, individual points etc which are then awarded with 'Golden Time' every Thursday, or a small prize from a goody box. In Golden time, children get to choose a fun activity of their liking.

Sanctions

It is always our intention to teach the children to learn from mistakes and restore our school values after challenging behaviour. Positive encouragement and reinforcements are regarded as primary in helping pupils to develop responsibility, a positive attitude and self-discipline. However, where a pupil wilfully disregards school rules and infringes on the rights of others, sanctions may be needed. Each teacher has responsibility for the maintenance of discipline within their classroom while sharing a common responsibility of good order within the school. The pupil may be referred to the head teacher for serious breaches of discipline and for repeated incidents of minor misbehaviour.

The following strategies may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil
- Reprimand (Including advice on how to improve)
- Temporary separation from peers, friends and others.
- Loss of privileges
- Detention during break
- Communication with parents
- Part time timetables
- Working one to one in a group room with a named adult
- Suspension (temporary) or expulsion.
- Other strategies are at the discretion of the Head of Primary, Deputy Head and class teacher, in consultation with parents/carers and other professionals relevant to the child's needs.

Teachers will keep a written record of all instances of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils. Before resorting to serious sanctions e.g. suspension, the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage, rather than as a last resort.

Communication with parents will be verbal or written, depending on the circumstances. The parents concerned will be invited to come to school to discuss their child's case. For gross misbehaviour, or repeated incidents of serious misbehaviour, suspension may be considered. Aggressive, threatening or violent behaviour towards a teacher will be regarded as serious or gross misbehaviour, depending on circumstances.

Every effort will be made to have the child counselled by the school counsellor.

Where there are repeated instances of serious misbehaviour, the school manager will be informed and the parents will be requested to attend the school to meet with the manager and head teacher. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may have to be suspended for a temporary period. Gross misbehaviour warrants immediate suspension or even expulsion.

Managing unkind acts and Bullying

At Gulf English school we aim to teach the children our values from the earliest moments at the school in order that they make consistent good choices in life and have positive relationships with those around them.

However, many children may still get involved in or become victims of unkind acts. When a child is subject to consistent mistreatment from another, this becomes bullying. At GES, this is regarded as a serious offense. There is a procedure in dealing with this in our Anti-Bullying policy.

Before it reaches such a stage, preventative measures are always encouraged and promoted to the children.

Some children communicate their feelings of being hurt very clearly, making it easy for adults to support them with their emotional needs. Other children are less vocal about their feelings, so we have strategies to ensure all children can share their feelings and be listened to.

- 1) **Classroom Teachers** – The best place for a child to start when they feel they have been treated unkindly is their classroom teacher
- 2) **Worry/Feelings Box** – Every classroom will have a worry box for the children to use if they feel unable to talk about their worries, but in particular, about their relationships or acts of unkindness they have experienced. Age appropriate access to these boxes are designed to help the child communicate best e.g. picture cards for a child to post in the box for the early years children who cannot write yet.
- 3) **Values Leader** – Along with the adults around them, the children also have a term of 'Values leaders' who are available to talk with them about challenges in their relationships or acts of unkindness they have experienced. The 'Values Leaders' are children in year 5 and year 6 who are on duty in the playground wearing fluorescent jackets for ease of visibility.
- 4) **School Counsellors** – Children may request to speak with the school counsellor if they feel that they have been treated unkindly whether on a single occasion or on multiple occasions by the same person or people.

- 5) **Parents/Carers** – We very much value the insight of parents and carers about how a child is feeling. Very often a child appears happy at school while reporting unhappiness at home. If parents/carers have any concerns about a child being the victim of unkindness, they should contact the classroom teacher or school counsellor with urgency.

Other issues linked to Behaviour and Discipline

Personal property

Children should have their names on their shirts, sweaters and on all personal property such as school books, folders, stationary etc. It is vital for the health and safety of every child that they wear their school ID badge.

School environment

Pupils must keep the school environment clean and litter free. Pupils are expected to co-operate fully in any organised clean-up activities. Bins are provided.

Lunches – Healthy eating

Parents are asked to supply an adequate balanced healthy lunch for their child. It has been conclusively proved that colourants, additives, preservatives and sugar have adverse effects on children's behaviour. Sweets, chocolates and fizzy drinks are therefore not allowed in lunch boxes. Nuts are also not permitted on Health and Safety grounds. Chewing gum is also prohibited. Breads, sandwiches with meat, cheese, salad etc plus fruit are strongly recommended.

Home/school communication

GES has an open door policy. Parents are always welcome at school. However making an appointment beforehand is essential, as senior staff are busy, it helps to avoid any delays in being seen. Parent/Teacher meetings are scheduled at appointed times throughout the academic year where parents are given the opportunity to discuss their child's progress with the class teacher. Reports are also issued twice a year.

Class Dojo is also another quick and effective means of communication between teacher and parent. Each class teacher's work email address is also provided.

Conclusion

This code of Behaviour and Discipline policy has been prepared based on the conditions existing in the school at the time of writing. It may be altered, revised or updated to comply with any changes in conditions.