

JUMEIRAH PRIMARY SCHOOL Behaviour Policy

"An ever-evolving experience for ever-evolving learners."

At GEMS Jumeirah Primary School, we believe that everyone can achieve highly with equitable access to the right opportunities and support. As a World Class, High Performance Learning school, we recognise and embrace the uniqueness of every child. We create an inclusive, nurturing environment, prioritising the psychological wellbeing of all, allowing children to feel happy, safe and confident. Children at JPS know that anything is possible for them and they aspire to be the best versions of themselves.

We meet the diverse needs of all children and their families to facilitate the best possible individual experience to ensure our learners excel beyond their potential flight path. Our bespoke, innovate curriculum is carefully designed and continually reviewed to:

- *Guide learners in developing their values, behaviours and learner competencies to prepare them for success in an ever-evolving world*
- *Challenge learners and help them to discover their passions, talents and interests*
- *Provide leadership opportunities for all learners, allowing them to influence the direction of travel for key aspects of school*

We are a diverse learning community, passionate about inspiring a love for learning in our children, staff and families. Our inclusive actions and behaviours are led by our core values of Kindness, Empathy, Respect, Hard Work and Resilience. This is clear through our acts of philanthropy and environmental sustainability. The JPS family is proud to lead the way in contributing positively to our local and wider community.

Aims

To identify agreed procedures for promoting positive behaviour and sanctioning incidents of poor behaviour. For children to develop a sense of self-management and responsibility for their actions.

JPS Code of Conduct



These rules are to be displayed prominently in classrooms.

Rationale

At JPS we believe that developing a culture where positive behaviour is rewarded has a more desirable and effective result on behaviour than negative punishments. Although we have agreed systems to target incidents of undesirable behaviour, we favour the use of positive reward systems to manage and modify pupil behaviour.

Reward Systems

Each Class Teacher has their own system of positive reward systems such as stickers, stamps, whole-class rewards within the year group etc. and anything else they use to manage classroom behaviour and reward adherence to our 'Code of Conduct'. Teachers are encouraged to 'catch children being good'.

- **Class Dojos** – Children in Years 1 to 6 receive Class Dojos to reward positive behaviour and to celebrate their work. Specialist teachers and other members of the teaching staff also award Class Dojos to celebrate success. There are also individual certificates for when children reach Dojo 'milestones'.
- **Certificates**- A certificate from the Principal is awarded to one class member each week and could be for excellence in learning or behaviour. This can also be linked to the whole-school HPL focus at the time
- **Stickers**- Particularly good examples of behaviour/work will be merited with a sticker from the
- Assistant Principals/Deputy Principal/Vice Principal/Principal. Discretionary use of stickers from other adults in school is encouraged.
- **Parent Contact** - Positive comments can be sent via email, phone or call or in person from the teacher. These would also be logged on 'Pulse' as a central communication system

Behaviour Management Systems

A seven step peg system is used in all year groups to manage behaviour. At the beginning of each day, every child will start with their peg on the green step. If a child is seen to be demonstrating positive behaviour then they will move up the chart whereas undesirable behaviour will result in the child having to move their peg down.

	FS and KS1	Theme	KS2		
	<u>Reach for the Stars</u>	نجم	Stars	Outstanding	ممتاز
	<u>Fantastic</u>	رائع	Gold	Role Model	قدوة
	<u>Very Good</u>	جيد جدا	Silver	Showing Pride	فخور بنفسه
	<u>Good</u>	جيد	Green	Ready to Learn	جاهز للتعلم
	<u>Make Better Choices</u>	يتخذ قرارات أفضل	Yellow	Make Better Choices	يتخذ قرارات أفضل
	<u>Time Out</u>	وقت مستقطع	Orange	Time Out to Improve	وقت مستقطع للتحسن
	<u>Head of Year</u>	رئيس القسم	Red	Head of Year & Parent Contact	رئيس القسم و الاتصال بالأهل

Additional notes on the above

- Each day the system starts from the 'Ready to Learn'/'Good'. They are **not** carried over
- The peg system is based on **effort** from each child, rather than overall academic performance
- The peg system needs to be used by the Class Teacher, as well as Specialist Teachers/TAs
- A clear explanation must be given when a child is moved up or down
- It must be made clear what changes in behaviour are required to improve
- It should be the behaviour rather than the person that is punished
- It is imperative that **all** staff apply sanctions consistently and fairly
- Names will be moved up the peg chart one step at a time, based on behaviour that positively links to the code of conduct. The Class Teachers will track this on a daily basis and reward children, based on where they are on the chart at the end of each school day
- Teachers will take into consideration the severity of the incident and the individual needs of each child before moving names down. 'Minor' incidents will result in a peg being moved down one step
- Any child who is responsible for a 'major' incident will automatically go to the red step and the HOY as well as a member of SLT will be informed
- Any time a child moves down to red, or is responsible for a 'major' incident, will need to have 'reflection' time so that restorative practice has occurred and also have their parents contacted, then logged on Pulse (to keep a record of communication)
- All JPS Teaching Staff will refer to the Behaviour Guide, which has more information for types of incidents, tracking and monitoring behavioural concerns, as well as for children with identified social, emotional or behavioural difficulties.

JPS Guide to Behaviour

When applying rewards or sanctions to any type of behaviour, the 'JPS Code of Conduct' must be referred to. This is to make explicit why the child has received positive or negative feedback, in order to reinforce the desired behaviour. These are also displayed in every classroom.

JPS 'Code of Conduct':



The rest of this document is a guide to behaviour at JPS. Each part of the contents below refers to a different aspect of positively managing behaviour.

Contents

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1. Types of Incidents – Minor or Major

“Minor” Incidents

The following incidents would be classified as “minor”. After one verbal warning from the class teacher, they would result in one step to be moved down on the Peg Chart:

Respect	Empathy	Determination
Calling out	Not being kind	Not trying hard enough
Talking over others including teacher	Not using 'indoor' voices	Work avoidance techniques e.g. going to the toilet more than necessary
Muttering/mumbling under masks or under breath	Not walking sensibly	Not being on task
Being out of chair/spot at the wrong time	Distracting others	Not focused during device time
Not wearing mask properly		
Being silly in the toilets		
Not listening to instructions		
Not looking after resources/property		
Not tidying up		

Please note that there is crossover in categories e.g. 'Not being kind' could be in both Respect and Empathy.

Also, any repeated minor incident, which results in a child's peg being moved to red becomes a major concern.

"Major" Incidents

The below would be considered "major" Incidents. In such cases*, the teacher dealing with the behaviour would need to go straight to a member of SLT. This is also the equivalent of getting to 'red' on Peg Chart.

Respect	Empathy
*Swearing	*Physical harm to themselves or others
*Fighting	Stealing from the school/another child
Deliberate disrespect to adults	Using words to deliberately hurt someone's feelings
Intentionally breaking our digital code of conduct	*Deliberate damage to school/other's property

Please note that children classified as having SEBD (Social, Emotional or Behavioural Difficulties) or have a pupil profile/IEP will need to have their specific plan referred to, rather than the above charts, as that will be most relevant for them.

2. Tracking and Monitoring Behaviour

The below guide is to ensure that Class Teachers, Heads of Years, JPS Connect and the School Leadership Team effectively track which children have behavioural concerns. It is for any 'Major' incidents and/or repeated minor concerns.

1. Head of Year Involvement

- After one Major Incident, Class Teacher reports incident to Head of Year
- Class Teacher or Head of Year carry out Restorative Practice with child
- Communication with parent

2. Head of Phase Involvement

- After two Major Incidents, Head of Year reports to Head of Phase
- Head of Phase completes Restorative Practice with child
- Communication with parents. Meeting arranged

3. SLT Involvement

- Head of Phase reports to SLT if a "Major" incident has taken place three times, or for situations that require safeguarding/further behaviour support
- SLT completes restorative practice. Sanctions applied, which can include:
 - *Internal Exclusions* - the child would be kept with a member of SLT for an agreed number of hours/days. In all cases, the parent would receive a letter from the School Principal stating the reasons for this exclusion
 - *External Exclusions* - this would be for up to 3 days, with KHDA approval. The parent would also receive a letter from the School Principal, stating the reasons for this exclusion. In addition, the child's parent would need to acknowledge this with a signature and return to school
- The school reserves the right to not re-enroll students for the following academic year when behavioural issues are repeated. This will be documented by the school through the issuance of dated warning letters supported with evidence and after obtaining KHDA approval

Behavioural Support and Concerns

As well as tracking and monitoring behaviour, the process below is for supporting children who may have behavioural concerns:

Level	Criteria	Actions
0	Behaviour managed by teachers	None
1	'Minor' behaviour incidents and/or occasional 'major'	<ul style="list-style-type: none"> Behaviour monitored Strategies shared to other TAs/Specialist Teachers
2	Repeated 'Minor' incidents and/or at least 2 'Major' incidents	<ul style="list-style-type: none"> JPS Connect support Informal behaviour targets Meeting with parents
3	Not sufficient improvement in behaviour, following informal behaviour targets set	<ul style="list-style-type: none"> Observation carried out Formal Individual Behaviour Plan, with relevant JPS Connect support Meeting with parents SLT/Head of Phase involved
4	Not sufficient improvement in behaviour, following Individual Behaviour Plan	<ul style="list-style-type: none"> Meeting with parents to agree 1:1 support SLT involved

If a child is identified by a member of JPS Connect as having social, emotional or behavioural difficulties, then a child can move immediately to Level 3 and the 'SEBD' section (see below) needs to be referred to so that more personalised provision is in place.

3. Social, Emotional and Behavioural Difficulties

Definition

- Social, psychological and sometimes biological factors, or commonly interactions between these three strands, are seen as causing pupils' EBD.
- Emotional and behavioural difficulties cover the following points:
- They range from social maladaptation to abnormal emotional stress
- They are persistent and constitute learning difficulties.
- They may be multiple and may manifest themselves in many different forms and severities.
- It may become apparent through withdrawn, passive, aggressive or self-injurious tendencies; involve emotional factors and/or externalised disruptive behaviours; and general difficulties in forming 'normal' relationships.

There are a number of children at JPS who have a separate plan and process for when the above incidents take place. These children either have an LSA or specific intervention. In such cases, the plan needs to be shared with all adults who are responsible for that child's learning at JPS.

The JPS Connect Department has identified these individual children or are in the process of doing so. In each case, relevant resources and strategies must be shared with all relevant adults.

Link to resource folder for different strategies:

<https://drive.google.com/drive/folders/1LaSRxqPNuorRUu0kbGSSyokUfMmlCzrW?usp=sharing>

4. Restorative Practice

The purpose of this is to improve behaviour, emphasising what the effect of the child's behaviour has been to them and others. It is an important step in reducing the chance of the same behaviour(s) happening again. If a child moves to red (including if it is a 'major' incident), then restorative practice needs to occur. All teachers have access to the reflective questions which they can do verbally or give to the child to write their responses, then review together.

Here are the key questions:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and in what way?
- What could you have done differently?
- What do you think needs to happen to make things right?
- How will you make sure this does not happen again?

These questions, along with additional specific scenarios would be carried out by a member of SLT in the Restorative Room.

5. Explicit Phrasing/Language of Choice

When moving children's names up or down the peg chart, the reasons need to be communicated clearly. To elaborate, if a child moves 'up', the positive reason linked to the child's effort needs to be stated e.g. 'You are making such an effort to listen well – I'm going to move your peg up!' Conversely, if a child moves 'down', the explicit reason e.g. 'I'm having to move your peg down – you have chosen to call out again'.

All children have the opportunity to move their pegs back up again and be given realistic targets to do so. E.g. if a child is on 'Make better choices' for calling out, it needs to be communicated to them that not calling out will help them. When they put their hand up the next time, the teacher can praise them and then move their name back up within that lesson.

Referencing the JPS Family Values is also an important part of making phrasing explicit. E.g. ‘I am really impressed with how much empathy you are showing!’ or ‘You are being so empathetic, which is making your group work even better together!’ Likewise, if it is for a negative reason, the relevant keyword in the code of conduct can be referenced e.g. ‘You are not showing respect to the person next to you – this is not following our JPS Family Values’.

In FS/KS1, the wording of ‘Very Good’ and ‘Fantastic’ and ‘Reach for the Stars’ can be used to emphasise how positive the behaviour is of the child. E.g. ‘You are making a very good effort with your work!’ or ‘Your listening skills have been fantastic today!’ In KS2, the wording of ‘Showing Pride’, ‘Role Model’ and ‘Outstanding’ can be used similarly e.g. ‘You are really making such a great effort with your work – you are a role model today!’ or ‘You’ve been constantly helping others today – what a role model you are!’.

‘Language of Choice’

For defiant behaviour, ‘Language of choice’ is specifically about providing options to the children for them to take one desirable outcome over another. For specific children, they do not respond as well as others to the above phrasing. Here is an example of how the language of choice can be used:

“You have a choice in this lesson: you can choose to focus on your own work and try your hardest, like I know you can, or unfortunately, you will be choosing for your peg to be moved down. Then any work you don’t finish will have to be completed at break time. I’ll let you decide.”

This is just one example. There are other ways of using language of choice (found in the JPS Behaviour resources folder in Google Drive).

This policy has been discussed and agreed by the JPS teaching staff and leadership teams for implementation.

Signed: Josh Gonet

Position: Assistant Principal

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