Be a JPS Success- Readiness for Learning Policy

"Everyone Welcome. Everyone Belongs. Everyone Succeeds."

1. Intent

At JPS, behaviour culture is a shared responsibility, sustained through the everyday actions, language and relationships of all. While clear systems, routines and professional learning provide structure, it is the consistent modelling of calm, respectful and relational practice by staff that moves the policy from intentional to impactful.

Our approach is built on positive relationships, creating a feeling of safety through predictable routines, and a strong sense of belonging. All adults recognise that behaviour is taught through every interaction in classrooms, corridors, playgrounds and transitions and that belonging, predictability and dignity must be reinforced. Staff use shared language, agreed routines and restorative approaches to ensure children experience coherence and fairness.

There is a collective accountability for the behaviour culture we create together. In this way, behaviour is not owned by systems or leaders alone, but lived and protected by the whole community.

Our intent is to create an environment where:

- 'Be a JPS Success' drives expectations: *At JPS,* we teach children to:
  *Think clearly and make mindful choices *Show kindness and empathy *Take responsibility and contribute
- Every child feels they truly belong: Every child feels psychologically safe, respected and welcome.
- Inclusion informs every decision: Behaviour is communication; we respond to underlying needs, ensuring children receive the right emotional, social and academic support.
- Behaviour is taught, modelled and reinforced: We do not assume children 'know how' to behave; we teach it explicitly using consistent, positive, relational strategies. Incorporating a trauma-informed approach, teachers co-regulate behaviours, whilst also providing the skills for pupils to identify their own needs and educate and upskill them to enable self-regulation and positive change.
- Positive reinforcement shapes habits: There is an *unrelenting focus* on celebrating, promoting and reinforcing positive behaviour. House Points reward positive behaviours; points are never removed (to protect motivation, dignity and hope).

2. Implementation

2.1 Routines (Full version in Appendix)

A familiar, predictable and safe environment promotes security through consistent routines and clear boundaries. Eight routines are in place to drive excellence and streamline expectations across the school:

- ***When a GEM, Be a GEM*** - Travelling to and from school/fixtures/trips
- ***Another Day to Sparkle*** - Arriving at school
- ***Quickly and Quietly -*** Moving around the school
- ***Ready to Learn*** – During lessons
- ***Leave as You Enter!*** - Leaving the classroom
- ***Kind and Courteous -*** Break and lunchtime
- ***Tomorrow, We Sparkle Again*** - Ending each day positively
- ***Pause, Reflect, Reset*** - Reflection- Restorative Practice, when needed

2.2 Teaching Expectations

We teach and revisit behaviours linked to **Welcome – Belong – Succeed**.

At JPS, children learn to:

Welcome	Belong	Succeed
*Use respectful, polite language and good manners *Include others in play and learning *Acts of kindness and support *Help others *Speak kindly and with respect *Notice, help and take responsibility	*Include others in play, groups, activities *Work and play cooperatively *Show care to others *Allows others to speak *Celebrate others' achievements and special moments *Stand up for each other *Feel proud of who they are *Take pride in their class, House and school	*Show readiness – be punctual, present, prepared, organised *Engage — be active, focused, determined to do your best *Be resilient — keep trying, embrace and persevere with challenge – success is about effort, not perfection *Support, help and encourage others *Show pride in work, the environment, and learning habits *Take responsibility, seek help and reflect *Do the right thing, even when no one is watching

2.3 Positive Reinforcement

House Points celebrate behaviours aligned with the JPS Values of *Welcome, Belong, Succeed*. Recognition includes:

- House points, class totals, House leaderboard, certificates, assemblies, milestones, House celebration days

2.4 Supportive, Restorative Responses (when behaviour is not in line with expectations)

Predictable, calm steps:

- **Accentuate the Positive:** Recognise and reward those exemplifying the *Welcome, Belong, Succeed* behaviours
  - Purpose: celebrates and exemplifies behaviours demonstrating the JPS values
- **Use proximity: (Teacher Radar technique)** Move around the room and interact with the children.
  - Purpose: Encourages engagement and allows teachers to assess whether students need help (not just academically, but behaviorally if their choices are negatively impacting theirs or others' learning)
- **Whisper Correction:** Quietly address the child and remind them of the behaviours you expect to see – be clear and specific and include the *why*
  - Purpose: Helps the child get back on track without shaming/drawing attention to any negative behaviours
- **Move to 'Make Better Choices':** (Discreetly) Articulate the reason and agree the expected behaviours, expressing your belief in them
  - Purpose: Visual reminder and opportunity to take ownership of behaviour
- **Monitor:** Immediately praise the expected behaviours and move the child to 'Ready to Learn'
  - Purpose: Celebrate when the child has learned from their mistake and shows understanding of the expectations

3. Responsibilities

- **Staff:** Build strong, respectful relationships, model expectations, teach behaviour, use restorative approaches, award points generously and fairly, communicate positively.
- **Parents:** Model respect, use school language, reinforce expectations, collaborate with staff.
- **Students:** Commit to Welcome (kindness, respect), Belong (teamwork, pride), Succeed (effort, perseverance, responsibility).

4. Impact

- **Children:** Feel safe, show positive behaviours, self-regulate, engage in learning.
- **Parents:** Feel informed, trust systems, see growth.
- **Staff:** Calm classrooms, consistent approaches, strong relationships.
- **Whole School:** Visible ethos of *Welcome, Belong, Succeed.*

Appendix

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1. Routines build rhythm, and rhythm drives excellence

WHY: Routines provide consistency and make children feel safe. The expectancy of a routine means that boundaries are less likely to be tested.

WHAT: A set of clear routines codified and embedded across school.

There is a particular focus on the routines that link to Teach Like A GEM (Blue cards): *What to do, Whole Class reset, Teacher radar, Secure attention. (GEMS culture section of TLAG).*

STUDENTS	TEACHERS
1. **Travelling to and from school** (including Bus children)	**When a GEM, Be a GEM**
We want you to be safe when you are travelling to school » Remember, when you wear your uniform, you represent the JPS Family. » It is important that you behave well, reflecting our values at all times. » Respect Dubai's rules for crossing roads and do so safely. » Wear a helmet if you scoot or cycle.	» JPS security and SLT are present at each gate to facilitate a quicker entry and exit from school » Positive relationships are developed with the neighbours of the school and/or any public transport partners » Students understand that when they wear their school uniform, they must follow the school's behaviour expectations because they are representing JPS in the community
2. Arriving at school	**Another Day to Sparkle**
» Manners- When an adult or peer says, 'Good morning', please respond 'Good morning' in return » Enter the school ready to learn – great uniform and positive mindset » We care about each of you – You are welcome » We are looking forward to teaching you – You belong » We believe in you – You can succeed » If you have a problem, let us know now. Let us help.	» Each child is greeted at the door of their classroom by their class teacher » On entry to class the children know what is expected of them each day » JPS security and the SLT are at the JPS gates to welcome JPS families as they arrive » The JPS gates are used to develop positive relationships with students/parents and to enable them to have a positive, productive day – our children 'Step into Success' » Students are greeted positively with a 'Good Morning' and are expected to return the greeting » The needs of vulnerable students are met
STUDENTS	TEACHERS
3. Moving around school	**Quickly and Quietly**
» Travel by the most direct route to the playground/ Main Hall/ classrooms » Walk on the right-hand-side to keep movement flowing and ensure everyone is safe » No physical contact » Keep noise levels low to avoid disturbing others' learning	» JPS security and SLT are present at each gate to facilitate a quicker entry and exit from school » Positive relationships are developed with the neighbours of the school and/or any public transport partners » Students understand that when they wear their school uniform, they must follow the school's behaviour expectations because they are representing JPS in the community

4. During Lessons	Ready to Learn
» Sit where you learn best for each part of each lesson – choose wisely » Listen actively to the teacher and your peers when they speak » Take turns when speaking during class discussion » Track the teacher around the room	» Students enter the classroom in an orderly manner and complete their morning routine (FS/KS1- self-registration and emotion check-in; KS2 – Upstrive) » Students respond to the teacher's signal by sitting ready and attentive for the register » Teachers use *Teach Like a GEM: GEMS culture techniques* to support behaviour management, including clear 'What To Do' directions and corrections » Teachers have prepared a Do Now Activity » Teachers use the language of the behaviour policy to describe positive and negative behaviours. Aim for 5:1 +ve to-ve ratio
5. Leaving the classroom	**Leave as you Enter**
» Complete the exit ticket at the end of each lesson » Before going home, tidy your classroom, ensuring nothing is left on the floor » Tuck your chair under your table » Leave the room upon the teacher's direction » When needed, exit quietly	» Teachers use an exit ticket to assess what students know and can remember » Students tidy their learning areas to ensure all classes are litter free and tidy before exiting » There are clearly communicated and well- executed routines to ensure a smooth exit from a classroom, including tucking chairs under tables and lining up quickly and quietly at the door » Teachers insist upon a quiet and calm exit
6. Breaktimes	**Kind and Courteous**
» No physical contact – kind and gentle » Use manners when eating » Stay seated whilst eating » Wait until you have finished chewing your food before speaking » Clean up your own lunchbox and litter when you have finished eating » No food or litter to be left on the floor or outside – put it in the bin	» Staff DO NOT leave children unattended at break times – » stay until the duty teacher arrives. » Staff are on duty in the correct places according to the duty rota. » Encourage children to stay seated when eating and to engage in conversation with you and each other. » Supervise children tidying up at the end of breaktimes.
7. Ending the day positively	**Tomorrow, we Sparkle Again**
» Well done for a positive and productive day » Leave quickly and quietly » Remember, when you wear your uniform, you represent the JPS Family » Tomorrow is a fresh start » Enjoy your evening and come back refreshed tomorrow	» Teachers release the younger students safely to their known parent/carer at the exit points » All incidents are fully investigated and communicated to parents at the exit points or more formally through a meeting » Support staff and senior leaders are strategically positioned to ensure a smooth, safe, well-managed exit from school » Staff say 'goodbye' to each student/parent and ensure a positive end to their school day and a safe journey home
8. Reflection (at any point – especially after restorative conversation)	**Pause, Reflect and Reset**
» Sit where the teacher asks you to » You will have a restorative conversation with your teacher to understand what you will do differently to avoid this happening in the future » Consider what you need to do now to put this situation right	» Strategies are used to help a student regulate their behaviour before engaging with Restorative Practice, particularly if in a heightened state. See Pupil Profiles or Response Roadmap add link » All staff follow JPS policy/ flowchart » Parents to be informed and next steps agreed

2. Types of Incidents – Minor, Major or Serious

Minor Incidents

Welcome	Belong	Succeed
• Being rude • Not using good manners • Excluding others • Not listening to/ or following instructions • Disrespecting others or our environment • Walking off from a member of staff	• Excluding others in play, groups, activities • Not cooperating with peers • Not listening actively • Not celebrating others • Not looking after resources properly • Failure to behave sensibly • Littering	• Not ready for learning – late to lesson or unprepared. • Not being engaged — not active, focused or giving their best effort • Work avoidance – i.e. going to the bathroom, dawdling between lessons • Not being on task • Not responding to feedback • Disturbing others • Being distracted from task when using devices • Talking over the teacher and/or answering back • Using headphones without permission

Minor incidents can disrupt learning for all. On the first occurrence, teachers should use the appropriate recognised, positive behaviour strategy, within as short a response time as possible, such as:

- Proximity – move closer to the child –this is usually enough to being the child back to task
- Praise others' positive behaviour
- Non-verbal cue- make eye contact and use a familiar stop signal
- 'Whisper correction' to help get the child back on track quickly and quietly without public shame or disturbing others.
- Verbal cue clear and concise

For a second minor incident, the teacher uses another one of the above strategies.

If a minor behaviour is repeated more than two times in a short period of time, the teacher needs to move the peg to 'Make Better Choices'. This is to be done by the teacher and must be accompanied by a short restorative conversation (to help the child identify **what** they need to do to improve) within as short a time frame as possible.

The verbal cues and restorative conversations are to be carried out without public shaming and in a clear, calm manner- the emphasis is on **learning**. All conversations should end positively, with the teacher expressing their belief in the child.

Class teachers are reminded that moving a child's peg to 'Make better choices' is an opportunity to keep a close eye on this child to 'catch them being good', with a reminder to pay attention to ratios of positive:negative comments (research shows this should be 5:1).

Pegs MUST be reset on the class charts each day, in line with the routine 'Another Day to Sparkle'.

Please note that there is a crossover in categories and this list is not exhaustive.

Major Incidents

- Repeated 'minor' behaviour 3+ times in one lesson
- Rude language or swearing
- Intentionally misusing devices
- Graffiti/ damaging property (school/ others)
- Intentionally hurting someone's feelings
- Accidentally causing physical harm through inappropriate behaviour

In such cases, the teacher dealing with the behaviour would need to record the behaviour on Class Charts and then have a restorative conversation (see restorative questions on Be a JPS Success poster) with the child within as short a time frame as possible.

Any further instances of a major during the same day or week would result in the Head of Year having a restorative conversation at breaktime and parents being informed.

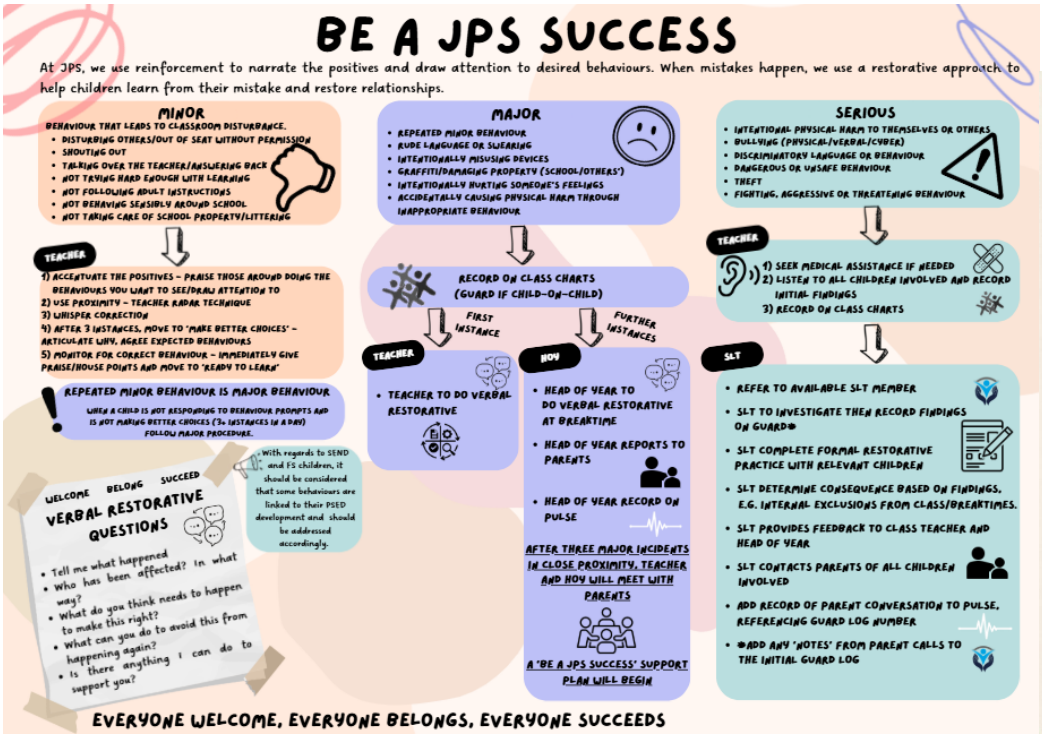
Serious Incidents

- Intentional physical harm to themselves or others
- Bullying (Physical, verbal, cyber)
- Discriminatory Language or behaviour
- Dangerous or unsafe behaviour
- Theft
- Fighting- aggressive or threatening behaviour

In the case of a serious incident, an investigation is imperative, and the following procedure MUST be followed:

- Seek medical assistance if needed.
- The teacher who noted the incident MUST speak to ALL children involved and record initial findings.
- Log nature of behaviour on Class Charts
- Log any safeguarding issues on GUARD, with any follow-up notes, and refer to a member of SLT, notifying HoY.
- DSL will review all notes from the investigating teacher and follow safeguarding procedure.
- SLT member to complete formal Restorative Practice with relevant children.
- Consequences will then be decided by SLT e.g. Internal exclusions from classrooms, school and /or breaktimes.
- SLT feedback to class teacher, HoY and contact parents of all children involved.

When dealing with behaviour incidents, remember 'Connection Before Correction'





3. Tracking and Monitoring Behavioural Concerns

Class Charts will be used to track behavioural concerns. Analysis of behaviour data enables a proactive response to support and prevent students' behaviour from escalating. Effective analysis should be weekly and triangulated between leaders.

4. Social, Emotional and Behavioural Difficulties

Universal expectations must be balanced with responsive, individualised support. For children classified as having SEBD (Social, Emotional or Behavioural Difficulties), or if they have a pupil profile/IEP and/or are recognised as SEND, a personalised approach will be more relevant for them. For FS children, it is considered that some behaviours are linked to their PSED development and should be addressed accordingly.

Behaviour data should be used proactively to identify children who may need additional regulation support (Be a JPS Success Plan).

5. Restorative Practice

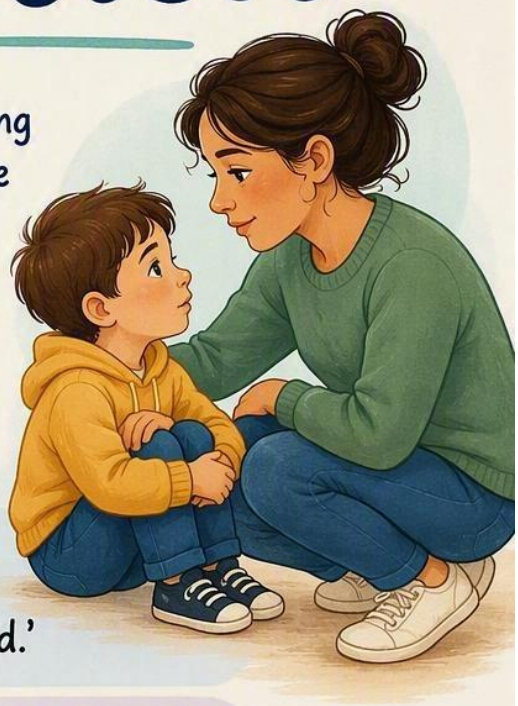
A restorative approach to behaviour focuses on building positive relationships, developing emotional understanding, and helping children take responsibility for their actions. By prioritising connection before correction, restorative practices encourage children to reflect on the impact of their behaviour, repair harm, and learn more constructive ways to respond in the future. This approach helps children feel heard, valued, and supported, strengthening trust between adults and pupils while promoting self-regulation, empathy, and accountability. As a result, restorative practices contribute to a positive school culture where behaviour is viewed as an opportunity for learning, growth, and relationship-building.

6. Explicit Phrasing/Language of Choice

- ***When a GEM, Be a GEM*** - Travelling to and from school/fixtures/trips
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Connection Before Correction

Emotional connection and active listening help children feel understood and become more receptive to guidance.



1. CONNECT
'I can see this has been upsetting.'

2. UNDERSTAND
'Tell me what happened.'

3. NAME THE FEELING
'It sounds like you felt left out/angry/worried.'

4. SET THE LIMIT
'It is okay to feel angry. It is not okay to hurt someone.'

5. GUIDE
'What could you do next time? What would help now?'



Our aim is to guide children toward understanding the impact of their choices.

BE A JPS SUCCESS

At JPS, we use reinforcement to narrate the positives and draw attention to desired behaviours. When mistakes happen, we use a restorative approach to help children learn from their mistake and restore relationships.

MINOR

BEHAVIOUR THAT LEADS TO CLASSROOM DISTURBANCE.

- DISTURBING OTHERS/OUT OF SEAT WITHOUT PERMISSION
- SHOUTING OUT
- TALKING OVER THE TEACHER/ANSWERING BACK
- NOT TRYING HARD ENOUGH WITH LEARNING
- NOT FOLLOWING ADULT INSTRUCTIONS
- NOT BEHAVING SENSIBLY AROUND SCHOOL
- NOT TAKING CARE OF SCHOOL PROPERTY/LITTERING

TEACHER

1) ACCENTUATE THE POSITIVES – PRAISE THOSE AROUND DOING THE BEHAVIOURS YOU WANT TO SEE/DRAW ATTENTION TO
2) USE PROXIMITY – TEACHER RADAR TECHNIQUE
3) WHISPER CORRECTION
4) AFTER 3 INSTANCES, MOVE TO 'MAKE BETTER CHOICES' – ARTICULATE WHY, AGREE EXPECTED BEHAVIOURS
5) MONITOR FOR CORRECT BEHAVIOUR – IMMEDIATELY GIVE PRAISE/HOUSE POINTS AND MOVE TO 'READY TO LEARN'

REPEATED MINOR BEHAVIOUR IS MAJOR BEHAVIOUR

WHEN A CHILD IS NOT RESPONDING TO BEHAVIOUR PROMPTS AND IS NOT MAKING BETTER CHOICES (3+ INSTANCES IN A DAY) FOLLOW MAJOR PROCEDURE.

WELCOME BELONG SUCCEED

VERBAL RESTORATIVE QUESTIONS

- What happened?
- Who has been affected? In what way?
- What do you think needs to happen to make this right?
- What can you do to avoid this from happening again?
- Is there anything I can do to support you?

With regards to SEND and FS children, it should be considered that some behaviours are linked to their PSED development and should be addressed accordingly.

MAJOR

- REPEATED MINOR BEHAVIOUR
- RUDE LANGUAGE OR SWEARING
- INTENTIONALLY MISUSING DEVICES
- GRAFFITI/DAMAGING PROPERTY (SCHOOL/OTHERS')
- INTENTIONALLY HURTING SOMEONE'S FEELINGS
- ACCIDENTALLY CAUSING PHYSICAL HARM THROUGH INAPPROPRIATE BEHAVIOUR

RECORD ON CLASS CHARTS (GUARD IF CHILD-ON-CHILD)

FIRST INSTANCE

TEACHER

- TEACHER TO DO VERBAL RESTORATIVE

FURTHER INSTANCES

HOY

- HEAD OF YEAR TO DO VERBAL RESTORATIVE AT BREAKTIME
- HEAD OF YEAR REPORTS TO PARENTS
- HEAD OF YEAR RECORD ON PULSE

AFTER THREE MAJOR INCIDENTS IN CLOSE PROXIMITY, TEACHER AND HOY WILL MEET WITH PARENTS

A 'BE A JPS SUCCESS' SUPPORT PLAN WILL BEGIN

SERIOUS

- INTENTIONAL PHYSICAL HARM TO THEMSELVES OR OTHERS
- BULLYING (PHYSICAL/VERBAL/CYBER)
- DISCRIMINATORY LANGUAGE OR BEHAVIOUR
- DANGEROUS OR UNSAFE BEHAVIOUR
- THEFT
- FIGHTING, AGGRESSIVE OR THREATENING BEHAVIOUR

TEACHER

1) SEEK MEDICAL ASSISTANCE IF NEEDED
2) LISTEN TO ALL CHILDREN INVOLVED AND RECORD INITIAL FINDINGS
3) RECORD ON CLASS CHARTS

SLT

- REFER TO AVAILABLE SLT MEMBER
- SLT TO INVESTIGATE THEN RECORD FINDINGS ON GUARD*
- SLT COMPLETE FORMAL RESTORATIVE PRACTICE WITH RELEVANT CHILDREN
- SLT DETERMINE CONSEQUENCE BASED ON FINDINGS, E.G. INTERNAL EXCLUSIONS FROM CLASS/BREAKTIMES.
- SLT PROVIDES FEEDBACK TO CLASS TEACHER AND HEAD OF YEAR
- SLT CONTACTS PARENTS OF ALL CHILDREN INVOLVED
- ADD RECORD OF PARENT CONVERSATION TO PULSE, REFERENCING GUARD LOG NUMBER
- *ADD ANY 'NOTES' FROM PARENT CALLS TO THE INITIAL GUARD LOG

EVERYONE WELCOME, EVERYONE BELONGS, EVERYONE SUCCEEDS