

Junior School Behaviour Policy (Updated August 2024)

Policy Statement

Kent College Dubai is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the core rules of: **'Be Ready, Be Respectful, and Be Safe.'**

Aims of the policy:

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for pupils, staff and parents of expected levels of behaviour
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships
- To help pupils take control over their behaviour and be responsible for the consequences of it
- To build a community which values and demonstrates our Learner Profile Attributes and our core values of **"Tolerance, Respect and Integrity."**

CREATIVE
ARTICULATE
OPEN-MINDED REFLECTIVE
RESOURCEFUL
RESILIENT
COURAGEOUS
KIND PRINCIPLED
AMBITIOUS

- To use restorative approaches instead of punishments
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

We expect every adult to:

- Take time to welcome pupils at the start of the day (Meet and Greet)
- Connect with pupils and their families
- Make use, where necessary, of a visible recognition mechanism (e.g. Recognition boards)
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to **'Be Ready, Be Respectful and Be Safe'**

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to pupils.

The Senior Leadership Team must:

- Take time to welcome pupils and parents at the start of the day
- Be visibly present around school, especially at the end of the day and during busy transitional times

- Celebrate staff, leaders and pupils whose effort goes **'above and beyond'** expectations
- Regularly share good practice
- Support middle leaders in managing pupils with more complex or entrenched negative behaviours
- Use behaviour data (recorded on CPOMS and PULSE) to target and assess school wide behaviour policy and practice
- Regularly review provision for pupils who fall beyond the range of written policies
- Encourage use of positive praise - phone calls/emails/certificates/Tweets/video messages
- Ensure staff training needs are identified and targeted

Members of staff who manage behaviour well will:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils and families
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils and colleagues
- Demonstrate unconditional care and compassion

Pupils at Kent College Dubai want their teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident through engaging, fun and challenging lessons
- Be fair and consistent
- Have a sense of humour
- Take time to connect with them

Recognition and rewards for effort

We recognise and reward pupils who go **'above and beyond'** our expectations. Everyone at Kent College Dubai recognises that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including those pupils who are hardest to reach - we use the term **"deliberate botherdness"** and **"marginal gains"** little things can make a big difference.

Positive rewards include positive messages home for behaviour that is **'above and beyond'**. This may take the form of a Marvellous Moment email, a positive note home, a phone call or a face to face chat. Other rewards and recognition for going **'above and beyond'** may include stickers, visits to Senior Leadership or other key members of the school, Senior Leadership Awards, leadership roles, and certificates. Where possible teachers should post such accolades on SeeSaw enabling their class community to be part of the celebration.

Celebration Times

Our celebration times are during school assemblies where pupils who have consistently gone **'above and beyond'** will be identified by staff and celebrated in front of their peers. Equally, pupils who have gone **'above and beyond'** outside of school will be identified and celebrated during this time. In addition to celebratory assemblies, teachers, TAs and specialist staff are asked to nominate pupils from each year group who have consistently gone **'above and beyond'** the school's expectations that week. Teachers are asked to complete a Google Form explaining why the child deserves this award. These pupils will receive a **"Hot Chocolate Friday"** video message from the Deputy Head of Juniors KS1 and KS2, a certificate and their own sachet of hot chocolate to make at home. In the

event that Covid restrictions are removed, these children will be invited to a weekly “**Hot Chocolate Friday**” treat.

Managing Behaviour

Engagement with learning is always our primary aim at Kent College Dubai. For the vast majority of our pupils a gentle reminder is all that is required. Although there are some occasions when it is necessary for a pupil to leave their classroom for a short period of time, steps should always be worked through with care and consideration, taking individual needs and circumstances into account where necessary.

At Kent College Dubai, we praise the behaviour we want to see. We do not pander to attention seekers. All pupils must be given ‘thinking time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Practical steps to managing and modifying poor behaviour

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Step	Actions
Step 1 Reminder	<p>A simple reminder of the three simple rules – Be Ready, Be Respectful, Be Safe delivered privately wherever possible. Repeat reminders if necessary, try and keep things at this stage.</p> <p><i>Example - ‘I notice that you’re not getting on with your learning. You are breaking our school rule of not being ready. Yesterday you got started straight away so I know you can do it. Please start now. Thank you for listening.’</i></p>
Step 2 Caution CPOMS- optional alert class teacher	<p>A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase “<i>Please think carefully about your next step</i>”</p> <p><i>Example - ‘I notice that you’re still not getting on with your learning. You are again breaking our school rule of not being ready. Yesterday you got started straight away so I know you can do it. Please think carefully about your next step. You need to stay behind and speak to me for 2 minutes at the end of the lesson. If you don’t start and I need to speak to you again you will miss 10 minutes of playtime to complete your learning. Thank you for listening.’</i></p>

<p>Step 3 Last chance CPOMS alert class teacher and HOY</p> <p>Multiple step 3's alert SLT</p>	<p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> ● I have noticed that you are...(list the behaviour they have broken again) ● It was the rule about...(say the rule) that you have broken. ● You have chosen to... (explain the sanction you will impose) ● Do you remember this morning, yesterday when...(give time when they did positive behaviour) ● That's what I want to see now... ● Thank you for listening <p>At this stage you may also choose to move the pupil to a different location in the classroom.</p> <p>In addition to the missing breaktime/lunchtime to complete learning, the pupils should also be engaged in a restorative chat, see step 5 (repair). If the pupil reaches this stage after lunch, then the sanction carries over to the next day.</p> <p><i>Example - 'I notice that you're still not getting on with your learning. You are again breaking our school rule of not being ready. So you have chosen to miss playtime/lunchtime to complete your learning. Yesterday you got started straight away so I know you can do it.</i></p>
<p>Step 4 Send to Deputy Head of Juniors</p>	<p>If a child reaches the point where their behaviour is no longer acceptable and a timeaway from the classroom for reflection is needed then pupils should be sent to the Deputy Head of the Juniors who will work with the child to complete a think sheet.</p> <p>The deputy head will contact the child's parents and inform them of the think sheet and explain that this will be taken home where the child should discuss it with their parents who should sign the sheet.</p> <p>The child should return the think sheet to the Deputy Head the following day who will take time to talk through the sheet and the child's actions using step 5 restorative questions. It is important that the child understands "A new day and a new start"</p> <p>The deputy head will upload the completed sheet to CPOMS.</p>
<p>Step 5 Repair</p>	<p>This might be a quick chat at a breaktime whilst the pupil is completing their missed learning or whilst walking around on duty.</p> <p>Restorative Conversation: 5 questions out of the following 8 is usually enough:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? (Important to list everyone and not just themselves) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?
<p>Imposition given if needed: An imposition is additional work that must be completed at home, acknowledged/signed by the parent and returned the next day. This is to help the pupil to understand that there are consequences and the responsibility for making up time lost is with them not the teacher.</p>	

This might be necessary only if a child's behaviour has escalated so much during that day that they haven't completed the required amount in class.

Think sheets: If the behaviour is of a more disruptive nature then the pupil will be informed that they will have to miss break/lunch time in reflection time where they should complete a **"think sheet" with the Deputy Head of Juniors (Appendix 3 - Think Sheets)**. This should be completed during a break or lunchtime and not during learning time.

For serious incidents that occur at break or lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break – this should be supervised in the library or with a member of SLT.

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place and what happens during the sanction that is important.**

Consequences	
Communication with parents	If a pupil has two (Step 3 or above) incidents in a week requiring reflection the class teacher must inform parents via email or phone call (contact must be made and acknowledged). Step 2 (optional), 3 and 4 incidents are recorded on CPOMS. Parent communication should be recorded on CPOMS
A formal meeting with SLT, class teacher and parents	If a pupil has three or more incidents in a week (or regular incidents) requiring reflection and the completion of a "Behaviour Think Sheet" a meeting with SLT, class teacher and parents will be arranged. This parent meeting should be recorded on CPOMS.
Weekly behaviour meetings	Pupils who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour with the class teacher. This meeting should be recorded on CPOMS.
Behaviour contract	Pupils whose behaviour is becoming a serious concern to the class teacher may be given a behaviour contract. The consequence of breaking the contract will be a period of time away from school. In the event of a behaviour contract being written, this will always be done alongside the pupil and in collaboration with the parents.
Exclusion	A serious breach may lead to a period of exclusion. Where a child breaks their behaviour contract.

Serious incidents (Immediate loss of breaktime - Step 3. Parental meeting)

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be recorded on CPOMS, tagging the necessary SLT, HOY and teachers to ensure they are notified. SLT will deal with such incidents as soon as possible. If pupils are upset, angry and showing potential signs of distress then they should be allowed to sit in a designated area, as decided by year groups, to calm down. Pupils must be supervised by an adult who is available until SLT arrives or the child has calmed down and are ready to rejoin the classroom. After this refer to "Step 5 - repair."

Serious incidents could include:

- Fighting
- All forms of bullying
- Peer on peer abuse
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults

COVID-19 Update

Pupils are expected to follow the health and safety rules as imposed by the KHDA and the DHA:

- Social distancing, when requested to
- Face masks to be worn
- No interfering with other children's belongs

Any child found breaking these health and safety rules should be spoken to immediately (step 1) if the child breaks the rules again on the same day then the child would move immediately to Step 3 where the Deputy Head of Juniors will take the lead.

Exclusions

Kent College Dubai believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for all pupils to achieve their maximum academic potential at school they must feel safe from physical and verbal aggression and disruption. If a pupil seriously breaches the school's behaviour policy and remaining in school would seriously harm the education or welfare of other pupils in the school, the Deputy Head or Headteacher may take the decision to exclude a pupil for a period of time. If this decision is taken, learning will be set for the pupil to complete at home. Following a period of exclusion the pupil and parents will meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support them. Each day is a new day and where a pupil has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Restorative Practice

Kent College Dubai uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (***Appendix 1 - Kent College Dubai Behaviour Blueprint***).

Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all pupils' access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (***Appendix 2 – Restorative Practice approach at Kent College Dubai***)

Inclusion Statement

Kent College Dubai aims to enable all pupils the opportunity to achieve their best academically, emotionally and socially by:

- Providing high quality learning to enable all pupils to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling pupils to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning to ensure the progress of all pupils through quality first teaching;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting the Kent College Learner Profile attributes to enable pupils to value themselves and each other

Appendix 1 - Kent College Dubai Behaviour Blueprint

At Kent College Dubai our Vision, Mission and Values underpin everything we do.

The Vision of Kent College Dubai is to *“Develop the full potential of each individual”*

The Mission of Kent College Dubai is to *“To develop happy pupils, in an engaging, enabling and empowering environment, based on traditional core values, in pursuit of career readiness and excellence.”*

The Values of Kent College Dubai are *“Integrity, Tolerance and Respect”*

Visible adult consistencies	Rules	Above and Beyond
<ol style="list-style-type: none"> 1. Meet and Greet 2. Attention to best conduct 3. Calm and caring 	Be Ready Be Respectful Be Safe	<ol style="list-style-type: none"> 1. Use of praise 2. Recognition boards 3. Rewards – assemblies, notes home etc... 4. Hot Choc Friday!

Relentless Routines		
1. Wonderful walking	2. Tremendous transitions	3. Marvellous Manners

Steps to behaviour	Scripts	Restorative chats
<ol style="list-style-type: none"> 1. Reminder – (3 rules in private) 2. Caution – “Think Carefully about next step” 3. Last Chance – (scripted intervention) 4. See Deputy head of Juniors – (Think sheet and time to reflect) 5. Repair – Restorative chat 	<ul style="list-style-type: none"> ● I have noticed that you are...(list the behaviour they have broken again) ● It was the rule about...(say the rule) that you have broken. ● You have chosen to... (explain the sanction you will impose) ● Do you remember this morning, yesterday when...(give time when they did positive behaviour) ● That’s what I want to see now... ● Thank you for listening 	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? (Important to list everyone and not just themselves) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?

Appendix 2 – Restorative Practice approach at Kent College Dubai

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in School is about:

- building a safer school
- changing behaviour not punishing - the best apology is changed behaviour
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, pupils and families to use RP to build a happy community

Why use a restorative approach?

- If punishment worked then children would never reoffend
- Punishment doesn't meet needs of those who suffered
- There may be kudos or 'street cred' attached to a punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, pupils may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you need to do to make things right?

Behaviour Think Sheet

You have made choices that have caused you to need to stop and “Think about it.”

Name _____

Date _____

1. What was my behaviour? _____

2. What were the reasons for my behaviour? _____

3. How did my behaviour affect others and who did it affect? _____

4. What is my plan to improve my behaviour? _____

5. Do I need to apologise to anyone? If so, who and why? _____

Appendix 4 – Behaviour flowchart

1. Reminder-Be Safe, Be Respectful, Be Ready



2. Caution (CPOMS option alert CT) -Private caution, reminder of consequences



3. Last Chance (CPOMS alert CT & HoY. Repeated- alert SLT) -Private Script-

- I have noticed that...
- You have chosen to...
- You were great when...
- I now want to see you...

Miss Break/Lunch-catch up missed learning

Restorative Chat-scripted

Option: move class place



4. See Deputy Head of Juniors (CPOMS alert-CT, HoY and DH) -
Child taken to Deputy Head of Juniors. Think sheet
completed and time to reflect given



5. Repair -chat at break/lunch-scripted

- What happened?
- What were you thinking at the time?

- How did this make people feel?
- What can we do to make things better?
- How can we do it differently in the future?

NB Extras: Think Sheets-repeated very poor behaviour. Imposition: Extra work given at home with parent's agreement.