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Behaviour Policy

Al Wataniya International School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline.

This policy sets out the expectations of behaviour where students, staff and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise. This policy is an integral part of the School Improvement Plan and is a document that will be regularly reviewed and updated as necessary.

AWIS believes that all children, regardless of race, gender, religion and ability have the right to learn in a caring, nurturing and supportive environment. We have high regard for our student's moral, emotional and psychological well-being and endeavour to provide a caring and creative learning environment. We promote the right for students to speak out and seek help in all aspects of their well-being.

Aims (linked to the IPC Personal Goals):

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected.
- To create an environment where good behaviour is encouraged and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- That every member of the school's community, which includes staff, students and parents, behave in a considerate way towards others.

We will foster an environment in which everyone feels safe, confident and valued.

Achieving Our Aims

Praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed. To achieve this we will:

- Embed within our school ethos clear expectations that students know and understand.
- Establish age appropriate classroom rules for Foundation Stage, Milepost 1, Milepost 2 and Milepost 3, to ensure consistency across the 4 stages.
- Establish a praise and reward system.
- Ensure adults lead by example and model good practice.
- Offer a curriculum that encourages the students to be adaptable, ethical, resilient, thinkers, collaborators, communicators, empathetic and respectful.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that all learning will have clear objectives, understood by the students, and differentiated to meet the needs of children of different abilities. Marking and record keeping will be used both as a supportive activity, providing feed-back to children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued.

Learning areas will be organised to develop independence and personal initiative. Furniture will be arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption.

Displays will aim to develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom and all public areas will provide a welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Learning activities will aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Praise will be used to encourage good behaviour as well as good work and wherever possible will be linked to the IPC Personal Learning Goals.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure students know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards. This will include:

- Stickers
- 'Student of the Week' awards
- Praise in class, in assembly or by the Leadership Teams for good work or behaviour

- Sharing good work with another class or member of staff
- Informing parents of good work
- Notes home in student planners
- Class Dojos (Y1-6)
- Class Dojo Shop (Y1-6)

Rewards will be displayed in the classroom and around school. As well as acknowledging and celebrating the individual efforts and successes of our students, we will actively encourage collaboration and team work.

Foundation Stage

Behaviour expectations within Foundation Stage need to be clear and consistent. Rules need to be firm but fair. We make use of our mascot “Mr Dobee” to reinforce our expectations. These are stated in child friendly language as Mr Dobee’s 5 Golden Rules which are written in positive terms.

These rules are:

- Do be kind (respectful, empathetic)
- Do share and take turns (collaborators)
- Do listen to your teachers and friends (communicators)
- Do work hard (resilient, thinkers, adaptable)
- Do look after our school (ethical)

They have been used to introduce our youngest students to the IPC Personal Learning Goals in a manner which they can comprehend.

These rules are reinforced in the classroom e.g. ‘*Look at Layla she is sharing with her friends*’ or ‘*Salem is working hard and making us proud*’.

Positive Behaviour

A ‘traffic light’ style display will be in each classroom to encourage positive behaviour throughout the day. The children’s names will be moved up and down the display dependent on how they behave. Positive behaviour is rewarded with stickers on the child’s personal sticker chart. There are a total of 7 charts for each child to collect throughout the year. Once a child has filled their chart it will be laminated and presented to them in Mr Dobee’s weekly assembly.

Star of the Week

Mr Dobee’s Star of the Week certificates will be awarded when a child has excelled in a particular IPC Personal Learning Goal. These are shared in the weekly assembly.

Class of the Week

Class of the Week will be decided by the Early Years Leader. This will be awarded based on behaviour around school and in the playground, how tidy classrooms and shared areas are kept and uniforms. The winning class will be rewarded with the use of the bikes on a Thursday.

Golden Time

Golden Time takes place during the last lesson on a Thursday afternoon. Children choose an activity to participate in. These include games, music and movement activities and craft activities. These will be set up across the Foundation Stage classrooms. All children will receive Golden Time.

When a child finds rules challenging and/or is aggressive (including biting) towards classmates/staff, parents will be informed so we can work together to plan the best way to support the child. A repeated act of unprovoked aggression will result in the parents being called into school and the child removed for the rest of the day.

Reward Afternoon

At the end of each term, a Reward Afternoon is held for all children. These include special events such as class parties, movie afternoons and ice cream parties.

Years 1 – 6

Class Dojo Points

Class Dojo is used as a positive reward system in school. Children are allocated a Dojo monster and are rewarded when a teacher in school sees them demonstrating an IPC Personal Learning Goal. These Learning Goals are embedded consistently throughout the school and all teachers follow the same guidelines.

Dojos are rewarded to children that have been:

- Adaptable
- Ethical
- Resilient
- Thinkers
- Collaborators
- Communicators
- Empathetic
- Respectful

Each goal is worth one dojo and can be awarded by any teacher throughout the course of the day. Members of the Senior Leadership Team and Milepost Leaders have 'special rewards' that are worth two dojos.

Class Dojo Shop

Children can spend their Dojo points on a reward of their choice. These rewards, for example, could include extra playtime, a homework pass or lunch with the Teacher or Principal and will be valued accordingly. These points will then be subtracted from their total Class Dojo points.

Class Dojo points will **never** be taken away for negative behaviour.

Star of the Week

Star of the Week certificates will be awarded when a child has excelled in a particular IPC Personal Learning Goal. These are shared in the weekly assembly. Receiving a certificate allows a child to get two Dojo points for that learning goal.

Golden Time

Golden Time takes place during the last lesson on a Thursday afternoon. Children choose an activity to participate in. These include board games, Just Dance and craft activities. All children will receive Golden Time unless there has been a negative note home in the planner to parents (step 5 on the negative behaviour ladder). The child will then miss ten minutes of their Golden Time.

Reward Afternoon

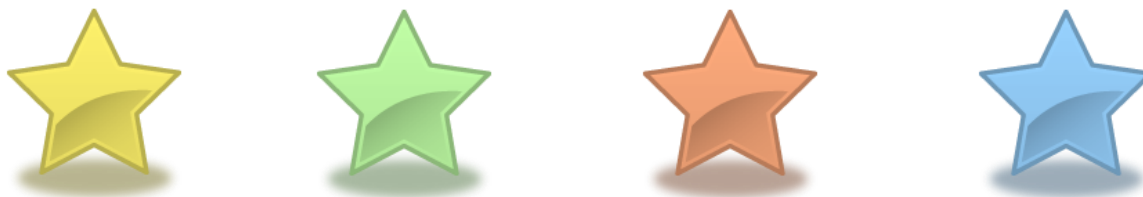
At the end of each term, a Reward Afternoon is held for all children. These include special events such as class parties, movie afternoons and ice cream parties.

Class of the Week

Class of the Week will be decided by the Student Leaders. This will be awarded based on behaviour around school and in the playground, how tidy classrooms and shared areas are kept and uniforms. The winning class will be rewarded with the use of the bikes on a Thursday.

House Points

All students are placed into a School House (Red Falcons, Blue Dugongs, Green Oryx and Yellow Camels). Children can earn house points for their teams at special house competitions. There are six house competitions throughout the year including Sports Day. The winning house team will receive the House Cup at the end of the year.



Steps of Negative Behaviour

Foundation Stage

These are varied and will be determined by the individual child, the situation, the time of day, the others involved etc. Foundation Stage is when children are constantly learning how to operate in a classroom, work with others and share. Thus, there is constant behaviour modification going on. We are not looking to punish such behaviour but rather work with it to learn how to behave better in a classroom, with other children and with teachers.

Consequences

- Positive reinforcement of the required behaviour when done by another child. Stickers or verbal feedback which can be seen and heard by the child. Learning from the behaviour of their peers.
- Verbally informing the child why the behaviour is wrong.
- 3-5 minutes away from a favoured toy or activity, inform the child why they cannot play in that area.
- Change the play/activity – redirect the child to a more controlled activity closer to an adult.
- Talking to parent on a daily basis when they pick up the child, sharing information rather than reporting on the child. Reminding children about this often helps them modify their behaviour in class. FS has an open door policy with parents.

Biting / serious unprovoked act of aggression

Incident	Consequences
1	Child is removed IMMEDIATELY from class and contact with other children. Taken to nurse with the injured child to be aware of the harm caused. Child must apologise straight away. Parents are informed.
2	Parents called and instigator sits in a quiet room with assistant or teacher. Child goes home with parent after a full explanation to the parent from the Class Teacher and Early Years Leader.
3	Class teacher, Early Years Leader and Parent meet to discuss reasons for behaviour and together agree next steps.
4	Early Years Leader, Deputy Head Pastoral and Parent meet to discuss reasons for behaviour and together agree next steps.

5	Deputy Head Pastoral and Parent meet to discuss the reasons for behaviour and together agree next steps.
6	Principal becomes involved and discussion regarding child staying in class is considered. This is the worst case scenario and is seldom seen in FS.

Mileposts 1 – 3

Consequences

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome. Consequences of inappropriate behaviour may be:

- The child will be asked to think about what he/she has done wrong and what other choices could have been made.
- Loss of privileges (e.g. missing Golden Time)
- A child may be sent to another class for “time out” to reflect upon their behaviour
- A child’s parents informed
- The child may be sent to their Milepost Leader or the Deputy Head Pastoral
- A child may be excluded from school (this would only occur following a serious breach of school rules).

If a problem arises the children involved will have the opportunity to offer an explanation. We will always try to be fair.

Steps	Consequences
1	State to the child why their behaviour is wrong.
2	Verbal reminder of the rule.
3	5 minutes thinking time away from the other students in class.
4	10 minutes thinking time in another classroom.
5	Teacher logs behaviour in the ISR and a note home in the planner, to be signed by a Parent. Notes: Teacher must provide Parents with a clear explanation of the actions taken in class.
6	Phone call home to Parents or face to face conversation. Documented in ISR. Notes: Teacher must provide Parents with a clear explanation of the actions taken in class.
7	Teacher leads formal meeting with Parents, supported by Milepost Leader. Documented in ISR. Notes: Teacher must provide Parents with a clear explanation of the actions taken in class and together agree next steps.
8	Meeting with Teacher, Milepost Leader and Parents. Verbal warning given. Documented in ISR. Notes: Milepost Leader must provide Parents with a clear explanation of the actions taken in class and together agree next steps.
9	Meeting with Milepost Lead, Deputy Head Pastoral and Parents. Written warning (1) given. Documented in ISR and WebSatchel. Exclusion from class for up to 2 days (in school).
10	Meeting with Deputy Head Pastoral and Parents. Written warning (2) given. Documented in ISR and WebSatchel. Exclusion from class for up to 2 days (at home).

11	Meeting with Deputy Head Pastoral, Principal and Parents. Written warning (3) given. Documented in ISR and WebSatchel. Exclusion from class for up to 3 days (at home).
12	Principal leads a formal meeting with Parents. Documented in ISR and on WebSatchel. Formal notification that no seat will be available for next academic year.

Minor infringements including: calling out consistently during lessons, damaging someone else's property, disruptive behaviour, name calling.
Students start with a clean slate every day.
In any one day a student can only reach Step 6.

Major infringements including: fighting, bullying, acts of aggression, vandalism, stealing.
Go straight to Step 5.
Subsequent major acts will go to Step 8 etc.
For subsequent minor infringements return to Step 1.

Bullying

What is bullying?

Bullying can mean many different things and children have described bullying as:

- being called names
- being put down or humiliated
- being teased
- being pushed or pulled about
- having money and other possessions taken or messed about with
- having rumours spread about you
- being ignored and left out
- being hit, kicked or physically hurt
- being threatened or intimidated
- online intimidation

These things can happen at school or at home, but they can also happen online. Bullying is sustained and repeated behaviour.

Anti-Bullying Measures

We have a zero tolerance policy to bullying at AWIS as it causes stress or pain for the victim. The promotion of positive behaviour as outlined in this policy will help prevent bullying. Students will be expected to follow the guidelines below to prevent it from happening:

- Value students' differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.
- Report incidents of bullying or intimidation.
- Support students who have been or are subject to bullying.
- Do not succumb to peer pressure.
- Work with other students, teachers, and administrators to help the school deal with bullying effectively if it should occur.
- Be a good role model by supporting a zero tolerance towards bullying.

If bullying occurs the school will intervene to support the victim and modify the behaviour of the bully. The bully will be sanctioned in line with the procedures in this document.

Students will be encouraged to:

- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, race or ability.
- Accept responsibility for their choices.
- Follow the agreed behaviour expectations.
- Follow school rules.
- Demonstrate good manners.
- Take care of their personal appearance, belongings and the school environment.
- Work collaboratively and in teams.



Staff will always:

- Provide a consistent approach across the whole school.
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race or ability.
- Follow the agreed behaviour policy and support each other in doing so.
- Treat all colleagues equitably and with respect.

Parents will be encouraged to:

- Familiarise themselves with this policy to ensure children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Work cooperatively with class teacher and leadership teams.
- Inform the class teacher should any concerns arise about behaviour.

The Leadership Team will:

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety and welfare of all stakeholders in school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

Summary

- We will respect everyone and celebrate our differences.
- We will look after each other and try to be honest and show care by solving disagreements peacefully.
- We will use our best manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the school quietly and safely.
- We will take care of our school property and belongings.
- We will smile and be happy!

