

Whole School Behaviour Policy

Rationale

Deira Private School sets high standards and expectations through highlighting and praising good behaviour. We encourage students to respect themselves, each other, adults and property. We endeavour to apply rules fairly, clearly and consistently. We aim to provide a happy, caring environment with challenging activities. Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers. In the case of a serious incident or persistent unacceptable behaviour we will always endeavour to involve parents in resolving the situation. The home/school partnership is seen as vital in establishing and maintaining high standards of behaviour and appropriate conduct. It is important not to see behaviour as a separate issue. It is taken within the wider context of the school, as an integral part of the teaching and learning taking place and the overall organisation of lessons and other activities.

We want everybody to feel safe, happy and proud of our school. Every teacher has the right to teach and every child has the right to learn. The behaviour management policy will help support us in ensuring that this happens. It will be one of the ways that we help to teach the children the right way to behave and interact with others which is a skill that they will need to live a successful and happy life.

Our policy will support our children to:

- show mutual respect for other people irrespective of their background or culture
- take responsibility for their own actions and understand that these actions will have consequences
- understand how their actions can impact on other people
- show self-discipline even when in quite challenging situations
- take collective responsibility for behaviour, making a positive difference with other children and ultimately the whole school
- be assertive and articulate their own feelings about other children's behaviour towards them

Our aims

All behaviour at Deira Private School is underpinned by the school's aim to produce:

SUCCESSFUL LEARNERS	CONFIDENT INDIVIDUALS	RESPONSIBLE CITIZENS	INSPIRED CONTRIBUTORS
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These are the core purposes of Deira Private School. The school's motto is "ad vitam paramus" - to prepare our children for life. We do this by developing a broad and balanced education aimed at

producing academic success, while nurturing the individual and encouraging personal development of strengths whilst ensuring our students are thoughtful, responsible, innovative and active members of our society.

Attitudes and attributes

Our practice at the school is organised around our development of 18 attitudes and attributes in order to achieve our school aims.

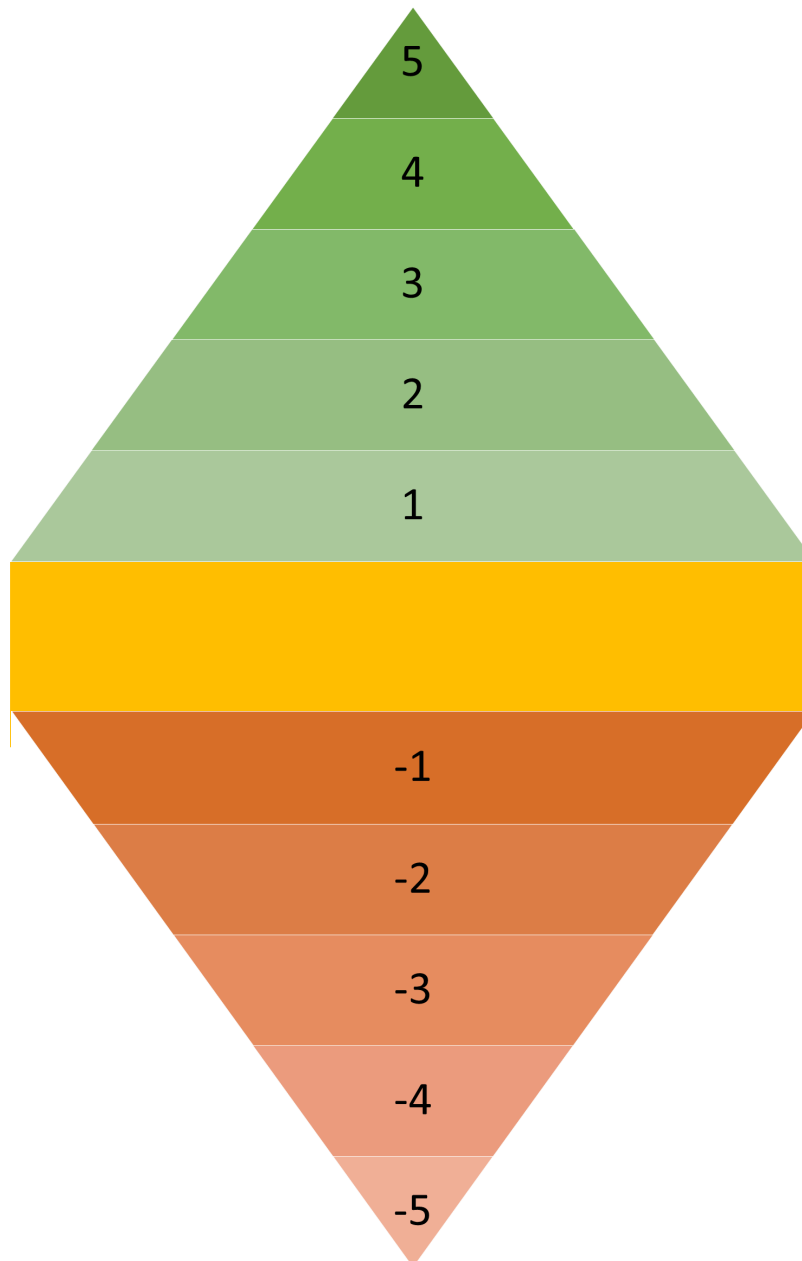
SUCCESSFUL LEARNERS	CONFIDENT INDIVIDUALS	RESPONSIBLE CITIZENS	INSPIRED CONTRIBUTORS
articulate	adventurous	compassionate	collaborative
curious	ambitious	honest	creative
determined	independent	respectful	supportive
knowledgeable	positive	tolerant	reliable
versatile	resilient	ethical	risk-taker

These attitudes and attributes are specifically taught for two weeks each throughout the year. They are introduced in assemblies and provide a focus for the rewards each day. There are dedicated Attitude and Attribute lessons each week which complement the Moral Education lessons in school. At the end of each two week unit, each class awards one student the Attitude and attribute certificate for being the student that demonstrated the qualities most successfully. There is also a related “Think of the Week” encouraging the students to think about and respond to a challenging question related to the current attitude and attribute.

Monitoring behaviour

- Each day children will have a fresh start at 0 (zero) on the chart
- Children who demonstrate our attitudes and attributes will receive a positive point and move up the chart
- If children reach +3 by the end of the day, the class teacher will write to the parents to say they have had an excellent day
- If, on rare occasions, a child reaches +5, they will receive a Principal’s Award
- Children who break the school rules will receive a negative point and move down the chart
- If the child is -3 or below at the end of the day, the class teacher will write to the parents to notify them of the child’s poor behaviour
- In exceptional cases, where a child reaches -5, the child will be withdrawn from the class and parents invited in to discuss their behaviour (see high level behaviour)
- Children may redeem poor behaviour during a day by receiving positive points

- At the end of every day, teachers will record the points for each student and a running total kept
- As children reach landmark totals in the year, they will receive behaviour badges; 25 (bronze), 50 (silver), 75 (gold), 100 (platinum)
- Each term the highest scoring students in the school will receive rewards e.g. trips, privileges and feasts!



Rewards

At Deira Private School, following the rules and behaving in a positive manner will be rewarded. It is the job of everybody in school to ensure that good behaviour happens. Good behaviour needs overt teaching and clear modelling for the children. There will be quality in the rewards that children get rather than quantity so that they maintain their appeal and do not become devalued.

A key part of positive reinforcement is verbal praise which can be given by anyone in school to any class or individual who is observed making the right decisions about their behaviour.

All rules are observable and it is the responsibility of every adult in school to reinforce the school rules.

Classification of levels of misbehaviour

Examples of misbehaviour are given below and the list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour, showing no remorse and failing to comply with instructions when challenged over misbehaviour will raise the level of sanction. Any mitigating circumstances will be taken into account and may reduce the level of sanction. Whilst misbehaviour outside the classroom may not directly impact teaching and learning; it does damage the ethos and social structure of the college community and is taken just as seriously.

<p>Lower Level Misbehaviour</p>	<p>Examples may include -talking over classmates or whilst the teacher is speaking;not paying attention during lessons; failure to complete classwork or homework to an appropriate standard; not completing sufficient work in class; failure to bring the correct books and/or equipment to lessons;running on the corridor; using the outside “fire doors” for entry/exit;;arriving late to class without excuse; talking persistently in class or in an assembly;rough and tumble or play fighting; arriving late to school without a genuine reason.</p>
<p>It is expected that lower level behaviour issues, such as these, will be dealt with by the Member of Staff that encounters them.</p>	
<p>Mid - Level Misbehaviour</p>	<p>Regular repetition of lower level misbehaviours or - throwing items across the class; shouting/calling out and interrupting teaching and learning; not completing/handing in homework on time; teasing and taunting classmates; use of mobile phones during lessons and without the permission of a teacher; arguing with members of staff; truancy within college, ie., not going to a timetabled lesson;truancy from college, ie., not coming to college without a valid reason; deliberate damage to textbooks or other students' work; uniform infringements, (wrong shoes,too many ear-rings, too-short skirts, etc.) or extreme/inappropriate hair style, (colour and/or cut); littering, not clearing tables or throwing food in the</p>

	canteen.
It is expected that persistent lower level misbehaviour or single acts of mid-level misbehaviour will be referred upwards to the appropriate Subject Leader and/or Head of phase . The student's Form Tutor and Parents should be informed - Breaktime or lunch time detention . Case will be dealt by our Pastoral and behaviour coach Ms. Shabana Khanna	
High - Level Misbehaviour	Regular repetition of mid-level misbehaviours or – vandalism/deliberate damage (including graffiti), verbal or physical intimidation of other students amounting to bullying; deliberately behaving in a way that is likely to cause injury to others; serious, repeated or extended verbal abuse of another student or member of staff; taking items that do not belong to you;
Any persistent high-level misbehaviour and/or single acts of serious misbehaviour involving damage or risk to person or property must be referred through the Principal or Assistant principal for external exclusions . Case will be dealt by our Pastoral and behaviour coach Ms. Shabana Khanna	
Very serious - Level Misbehaviour	Regular repetition of higher level misbehaviours or behaviours classed as 0 tolerance inside and outside of school In the rare event that a child reaches -5 repeatedly the student will have permanent exclusion . Parents will be asked to attend a meeting to discuss the behaviour prior to the child returning to class and a support programme will be implemented as necessary. A red card will be issued . Case will be dealt by our Pastoral and behaviour coach Ms. Shabana Khanna
The final decision on very serious misbehaviour that may result in a permanent exclusion from the school will be made by the Principal and approved by the Board of Governors.	

DePS Behaviour step response

+5	Principal's Award
+4	Teacher's award
+3	Star of the Day and Star of the Week awards – to be announced in assembly
+2	Praise box draws
+1	Credits are awarded for good work and behaviour. These count toward a House Shield. Pupils are also able to achieve milestone certificates recognising the individual's credits
0	All Students begin at 0 everyday
-1	Verbal warning
-2	As a stronger response to lower level misbehaviour the teacher may give a breaktime or lunch-time detention and will keep a record of behaviour concerns by writing a note to parents on class dojo.
-3	Bullying and misbehavior at school will lead to retention workshops and reflection tasks in the break time and/or other lessons and may subsequently lead to further action from school in case behavior does not improve.
-4	External exclusions (or "suspensions") will be used in more serious cases of misbehaviour
-5	A permanent exclusion will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so

Risk Assessments

It is a class teacher's responsibility to assess the risks for every child to prevent them reaching -3 and -5 and to put alleviators in place. Risk assessment records are completed by the class teacher with support from SLT. A copy of the risk assessment is shared with all staff working with the child

Snack and Playtime Procedures:

The 5 rules that apply during the rest of the school day will apply at snack times and playtimes.

Bus Behaviour:

The 5 rules that apply during the rest of the school day will apply on the bus. Bus Supervisors will record any consequences on a behaviour slip. These will be passed to the class teachers and will be added to the behaviour record for that day and points added or deducted as appropriate.

Poor behavior in the bus, like bullying, shouting, getting up from their seats or not wearing seat belts, leading to health and safety risk to themselves and others will lead in disciplinary action as well as suspension from the bus

Tracking of Behaviour:

All behaviour will be recorded daily using the Behaviour Tracker on Google Drive. Points are entered for each child based on their finishing position on the class behaviour chart. This enables students to redeem any points lost over the course of a day. A running average is kept of each class's overall scores in order to ensure that there is consistency in the awarding of points. All classes are asked to keep the average within range of the target average listed. The families of all students receiving +3 or -3 on the chart are contacted using the class dojo .

Reviewed November 2021

Next review- November 2022

Linked Policies: Safeguarding Policy, Anti-Bullying Policy, Inclusion Policy