

EYFS & Primary Positive Behaviour Policy

Company/ Organisation:	Star International School Mirdif
Address:	24B Street, Mirdif Dubai
Effective Date:	18/08/2024
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Policy:	<p>Rationale</p> <p>Our approach to managing pupils' behaviour is firmly rooted in a positive ethos. Praise, encouragement and reward, linked to high quality teaching and learning, makes school an interesting, exciting and safe place in which to learn.</p> <p>The school aims to provide an environment which feels safe and is free from bullying and intimidation for children, staff and visitors, where all people, living things and property are treated with respect and care.</p> <p>The intention of this policy is to ensure that the school's expectations on behaviour, rewards and consequences are clearly and easily understood by all. This will help to ensure consistency and fairness in the implementation of the positive behaviour systems by staff and be easily explained to children, parents and other stakeholders.</p> <p>Aims and Principles</p> <ul style="list-style-type: none"> • to establish and maintain a code of conduct to which all members of the school adhere to; • to encourage and foster positive attitudes; • to have a consistent whole-school approach to behaviour and discipline; • for all members of our school community (children, staff and parents) to live by, and be role models for, our school core values (Self belief, Teamwork, Adventure and Respect); • to encourage children to develop a moral compass and contribute positively to the school and wider community; • to nurture all children's sense of self-worth and a culture of self - discipline and self respect. • all pupils to feel valued and safe at school in order to enjoy their day at Star; • to encourage children to think about and take responsibility for their behaviour, and to reflect on how it might affect others around them; • to help everyone understand and accept that actions and choices have consequences for themselves and others; • good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to have an appropriate

- consequence;
- to promote positive relationships between the school and parents;
- to help pupils develop an effective range of strategies when dealing with and managing conflict;
- to use a variety of rewards and strategies to promote high standards of behaviour;
- to support high standards of learning.

School rules and classroom rules

The school rules apply to the whole school community, across all activities organised and run by the school, regardless of time or day, i.e. behaviour on the school bus, after school clubs (ECAs) and trips as well as lesson and play times. The school rules have been written so that they are easy to understand and recall by children, parents and all staff. We believe in the importance of clear and consistent classroom routines which should be adhered to, creating a culture of rewards for success.

Our School Rules

1. **We are respectful** – we value ourselves and all others equally.
2. **We are kind** – we use kind words and actions to spread positivity.
3. **We recognise the feelings of others** – we find ways to support our peers.
4. **We are honest** – we are honest and truthful even when it is difficult.
5. **We work hard** – we try hard to show personal excellence.
6. **We show good manners** – we speak politely and respectfully to everyone.
7. **We are mindful of our environment** – we take responsibility for our environment and the wider world.

The school rules are clearly displayed in each classroom. Children will have the school rules explained to them on a regular basis. It is the responsibility of all staff to have high expectations of pupils in terms of the choices they make.

Our Core Values

We also place great emphasis on our Core Values: Self - Belief, Teamwork, Adventure and Respect. These values guide our actions and the choices we make. We endeavor to enable our pupils to leave Star having achieved their academic potential and prepared to be responsible citizens of the modern world.

All members of the school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- to be treated fairly and consistently;
- to be listened to;
- to be treated with respect.

What the staff can expect of children:

- to be polite to teachers, all staff members, other children and visitors and to respect the authority of the adult in charge;
- to listen to adults and each other at all times and to consider each other's feelings and viewpoints;
- to walk around the school sensibly, quietly and calmly;
- to take a positive role in all classroom activities and to try as hard as they can;
- to value each other's work;
- to work and play cooperatively with each other;

- to tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to");
- to accept a solution or consequence if they have done something wrong;
- to be able to reflect on their behaviour when they have misbehaved or hurt someone and to consider alternative choices;
- to care for the school and its equipment;
- to respect their own personal space and that of others;
- to feel responsible for giving a good impression of themselves and the school both within and outside the school.

What the children can expect of staff at Star:

- to listen to them and to hear their point of view;
- to be polite and to address them in a reasonable tone of voice (no shouting);
- to value all aspects of their achievements;
- to be fair, clear, firm, consistent, positive and understanding;
- explaining and role modelling the behaviour we want;
- encouraging pupils to be responsible for their own behaviour and goals;
- letting parents know about their children's exemplary behaviour;
- rewarding individuals and groups of pupils through house points and end of term celebration assemblies
- Using 'Circle Time' activities as appropriate;
- Receive Star badge Awards for Core Values;
- to ensure their environment is safe;
- to talk with them about things that may go wrong and reflect so children understand the difference between right and wrong and why we have rules;
- explaining reasons for any consequences;
- to create a positive environment in the classroom and playground;
- to be in charge and maintain order so that everyone may benefit from a positive environment;
- to supervise the playground well;
- to trust them and to care about them equally;
- to treat them as individuals and to take an interest in their lives;
- to see each day as a fresh start.

Role of the Classroom Monitors

It is important for children to feel responsible for their surroundings, so teachers appoint classroom monitors to do jobs around the classroom. Children are to be rotated giving all children the opportunity to take the responsibility of being a class monitor. Classroom monitors act as good role models for the rest of the class displaying exemplary behaviour when carrying out their duties.

Role of the our student leaders

The Green team consists of students from Year 1 - Year 6 whereas the Pupil parliament consists of children from Years 3 – 6. The Pupil parliament along with the Head boy/Head girl and prefects meet weekly and as part of their duties, pupils act as role models for other children around the school and bring about positive changes leading to school improvement.

Role of the Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and cooperate with the school. We expect parents to be aware that the school has rules and that they support the school's decisions when applying consequences. We encourage parents to contact the class teacher with any concerns about behaviour via epraise. We are very conscious of having strong links with parents and good communication between home and school.

Role of Class Teachers

It is the responsibility of class teachers to have high expectations of pupils in terms of the choices they make, their behaviour and relationships.

Teachers must consistently apply the school systems of behaviour management:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly;
- praising children – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our core values and/or school rules;
- treating pupils fairly and with respect and understanding, listening to children and promoting a language of choice;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- being a positive role model by actively demonstrating our values;
- keeping records associated with our behaviour management where necessary (epraise) ;
- seeking help and support from senior colleagues, having followed our policy consistently;
- liaise and report to parents, information about a child's behaviour, emotional needs and/or well - being at school;
- liaising with school counsellor and inclusion team to support and guide the behaviour and emotional development of pupils.

Role of the Assistant Headteachers and Heads of Years

Assistant Headteachers and Head of Years will be responsible for:

- ensuring that the behaviour policy is being consistently and fairly applied across their departments;
- ensuring the health, safety and well-being of all staff and pupils within their department;
- maintaining a record of incidents of poor behaviour and share this information with Senior Leaders.

Role of the Deputy Headteacher/ Head teacher

The Headteacher/ Deputy headteacher is responsible for:

- monitoring the implementation of the policy as part of their regular observation and meetings with Primary leadership Team members.
- reporting termly to the principal, as part of their quality assurance meetings.

The effectiveness of the policy will be considered at the end of each school year by the senior leadership team. The school uses the online system 'epraise' to record concerning incidents of misbehaviour.

Role of the Principal

The principal provides a framework for consistent behaviour monitoring across the school. The principal, through consultation with the KHDA, is responsible for issuing external/ permanent exclusions to individual pupils. (See page 7 for further information on internal, external and permanent exclusions).

The Principal is responsible for monitoring the implementation of the policy as part of his regular observations. He will report termly to the governors, as part of the Principal's report. The effectiveness of the policy will be considered at the end of each school year by the senior leadership team. The school uses the online system 'Epraise' to record concerning incidents of misbehaviour as well as capturing incidences of positive behaviour.

Rewards and consequences

We will aim to create a healthy balance between rewards and

consequences, both being clearly specified. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour. The emphasis of the policy is to **reward** and **praise**, which should be given whenever possible for both work and behaviour.

Teachers and Teaching Assistants will welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Pupils will be encouraged to show their exceptional work to the Deputy Headteacher/Head Teacher or other adults for acknowledgement, praise and awards.

EYFS

The weather/ emotions behaviour system will be used and displayed in each EYFS classroom and be a visual reminder for children about making positive choices.

- All children will start on the sun and are aiming to get to the star
- Children that are regularly meeting schools expectations and recognised and celebrated through epraise points and special recognition from the Head of EYFS
- teachers integrate a consistent system within daily teaching in order to promote positive behaviours;
- Children develop effective behaviour management skills through using the zones of regulation strategies
- the system is a consistent approach that can be used by all staff;
- if children make the right choices they earn : House Points, stickers, and core value awards
- if children make any wrong choices they follow an ordered escalation of consequences. The emotion behaviour system should be displayed in the classroom for staff to refer to when dealing with behaviour. The system will ensure consistency across the EYFS.

Primary

The 'colour coded behaviour system' will be used and displayed in each classroom consistently throughout the school to indicate to children when they are behaving appropriately.

The colour coded behaviour system

The system is designed so that:

- all children have the opportunity to make positive choices about their behaviour and influence outcomes;
- children who regularly meet the school's expectations are recognised and celebrated through House points and Core Value awards;
- teachers integrate a consistent system within daily teaching in order to promote positive behaviours;
- pupils develop effective behaviour management skills;
- the system is a consistent approach that can be used by all staff;
- if children make the right choices they earn : House Points, stickers, and core value awards.
- if children make any wrong choices they follow an ordered escalation of consequences. The colour coded behaviour system should be displayed in the classroom for staff to refer to when dealing with behaviour. The system will ensure consistency across the school.

Individual Rewards

The reward system will benefit all children and have a motivational role, helping children to see that good behaviour is valued. Rewards are for

positive behaviour as well as for skills and attitudes to academic work. Rewards in class are at the discretion of the teacher and include:

- verbal praise and affirmative gestures
- verbal praise to parents about their children
- attention drawn to good behaviour (role modelling)
- House Points
- Values Award certificates
- Core Values Star lapel badges
- stamps/ stickers
- sending children to show their work to another adult for reward or praise
- for exceptional achievement, improvement or excellent examples of behaviour children can be sent to the headteacher or deputy headteacher for stickers and praise.
- Principal GoBeyond award
- Award certificates (also given for improvement in attitude and behaviour) awarded during Termly 'Celebration' assembly.
- Star of the week awarded in weekly class assemblies.

Role of the House system

Children are allocated to four houses (Oryx, Falcons, Geckos and Wildcats) and can receive points on behalf of their house for excellent behaviour. At the end of each term, the winning House will be acknowledged with a trophy.

Consequence for unacceptable behaviour- in school/ bus

To ensure that a disciplined ethos prevails, it is essential that children know and understand what is expected of them at all times and in all situations. This refers to behaviours within the school as well as behaviours displayed on the bus. We appreciate that children need the chance to try and put things right and understand their mistakes and we support and encourage this reflection.

Ignoring behaviour – avoiding eye contact to be applied when a child is presenting attention seeking behaviour when others aren't at risk. This will give the children the opportunity to alter their behaviour without the need of teacher instructions. Instead, teachers should focus on someone using appropriate behaviour which can be praised, so that the child using inappropriate behaviour tunes in to what is expected.

If after being given the opportunity to correct their behaviour and the behaviour continues to persist, children need to be made aware of the parameters so that children understand that there are consequences attached to unacceptable behaviour. This is made explicit through a system of consequences.

When considering consequences staff need to be sure that they are being fair and consistent by considering the points below:

- ensure that the language used is developmentally appropriate to particular children;
- ensure that all the facts are available, from independent witnesses if necessary;
- ensure we react in proportion to the seriousness of the incident;
- before behaviour escalates, allow children to choose where they have the option of making the right choice from two options with a clear explanation of the consequences (e.g. Are you going to sit properly on the carpet now or at playtime?);
- ensure children are given a warning of what was expected and what the consequences of repeating the action would be;
- offer a clear explanation of any consequences given;
- In the future, can target setting or a behaviour management

programme be used to reduce repeated behaviour?

Effective consequences should fit the maturity and development of the child.

1. Verbal reprimand with a verbal apology/letter to the appropriate person.
2. Facing up to the effect of their behaviour when they have hurt someone else. For example looking at the victim, saying how the victim feels and saying who made the victim feel like that, followed by a verbal apology to the appropriate person.
3. Missing playtime, especially for disrupting lessons. Children should be held back to complete work /demonstrate appropriate behaviour/ have timeout to think and calm down e.g. sitting on the carpet. A record will be logged on epraise. This to ensure children are not missing too many playtimes – if this approach is not working then it will be re-evaluated.
4. Moving the child away from an incident for a set time.
5. Writing a letter of apology or making a card to present to the appropriate person.
6. Time out away from others in a quiet area which can be supervised.
7. Sending to partner class /other staff for reflection time. Children will not be sent with another child.
8. When incidences of Y2 and R behaviours are demonstrated, parents must be contacted either by the class teacher, HOY or SLT depending on the seriousness of the incident. This will be an opportunity to discuss the behaviour and set forth a plan of action, including consequences.
9. Depending on the severity of the incident, a range of strategies can be put in place to support the child in improving their behaviour. These strategies will range from; a behaviour plan/report card, counseling intervention, mentorships, restorative justice, reflection time, break/lunch behaviour intervention, internal/external suspension.

Bullying

Bullying is anti-social behaviour and can affect everyone. We will embed our Anti Bullying policy within a school ethos based on mutual respect, fairness and equality and aim to provide support and management strategies that are pragmatic and non-oppressive. Anti Bullying posters are displayed in each classrooms and across the school.

Internal Suspensions

In the event that a pupil has displayed an **R3/R4** behaviour an Internal suspension may be issued. This can last from 1-2 days depending on the severity of the incident and behaviour. During this time students will receive work set by their teachers and will be supervised by a member of staff.

The pupils will be asked to reflect on their actions and the consequences of this and should also expect to be asked to write a statement and apologise for their actions to those impacted as part of a restorative justice approach. Parents will be informed of the decision to internally suspend and it is a compulsory consequence. Failure to attend school during this time will simply result in the suspension taking place when the student returns to school. Depending on the severity of the incident, pupils' will be expected to take part in in-school counseling sessions to support them as they reflect on their behaviour.

External Suspensions

In the event that the school feels an Internal Suspension is not sufficient a consequence for a pupil's behaviour an external suspension may be issued. This can last from 1-3 days and will require a compulsory parental meeting

upon the conclusion of the suspension to ensure a smooth transition back into school.

An external suspension can last a maximum of 3 days. This is reserved for more extreme behaviours or for when repeat incidents occur. It may also occur when there is a considered safeguarding risk to others.

Pupils will also be expected to engage with in-school counseling sessions to support them as they reflect and improve their behaviour.

Following an internal/ external suspension, SLT will have a follow up meeting with the child and parents to discuss progress and to offer additional support where necessary. This coupled with the counselling sessions forms the basis for our proactive approach to supporting pupils to manage their behaviour, allowing them to make positive behaviour choices moving forward.

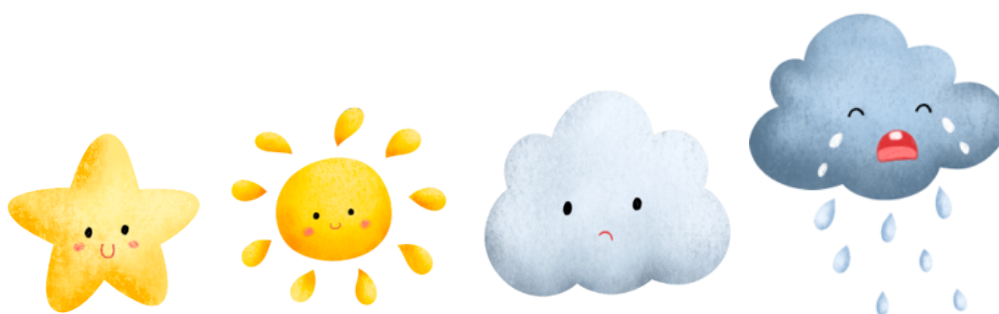
Formal Written KHDA warnings and undertaking documents

In situations where the school feels a pupil's conduct is serious enough to require more formal procedures, the school will request the involvement of KHDA. In this instance, approved KHDA procedures will then be initiated.

This is a process by which the school, in collaboration with the KHDA decides a set of requirements from pupils and parents in order to allow the pupil to return to the school community. The school also outlines the support and provision they will provide to help the pupil re-integrate themselves. This is a formal process and is managed by the KHDA (This constitutes as an initial written warning issued by the KHDA). In the event that 3 written warnings are issued over the course of a pupil's time at Star Mirdif International School, the pupil would face the possibility of permanent exclusion. This is done rarely and would require the approval of the KHDA.

The expectations from all parties is that the undertaking is kept for the foreseeable future. Further transgressions against this undertaking could lead to multiple written warnings and the consequences being discussed above.

EYFS Weather/ Emotion Behaviour system



- All children will begin their day on the sunshine, and will be encouraged throughout the day to reach the star.
- A verbal warning is given along with using visual reminders if staff see signs of negative behaviour (emotion faces) and children are encouraged to make positive choices.
- If negative behaviour continues after a few verbal warnings, a child's picture moves to the sad cloud and they are given time to reflect with their teacher.
- If dangerous or harmful behaviour occurs, or negative behaviour continues despite reflections and time with the teacher, the child's picture is put onto

the crying cloud and they are given time to reflect with a member of EYFS SLT. This might happen in the classroom or a change of environment might be needed.

The Colour Coded Behaviour chart

Primary - Behaviour Chart

STAR		KS1 and KS2 - Behaviour Chart	
Self belief	<ul style="list-style-type: none"> Has confidence in their ability to reading, writing or maths Has a strong belief in their own capabilities Has a strong belief in their own capabilities Has a strong belief in their own capabilities 	<ul style="list-style-type: none"> Can describe personal achievements, including those that are not related to school Can describe a goal for their future learning Can describe a goal for their future learning Can describe a goal for their future learning 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
Teamwork	<ul style="list-style-type: none"> Works as a team member to achieve a goal Works as a team member to achieve a goal Works as a team member to achieve a goal Works as a team member to achieve a goal 	<ul style="list-style-type: none"> Engages in conflict with others and respects the rights of others Engages in conflict with others and respects the rights of others Engages in conflict with others and respects the rights of others Engages in conflict with others and respects the rights of others 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
Adventure	<ul style="list-style-type: none"> Has a strong belief in their own capabilities Has a strong belief in their own capabilities Has a strong belief in their own capabilities Has a strong belief in their own capabilities 	<ul style="list-style-type: none"> Accepts challenges and seeks ways to overcome them Accepts challenges and seeks ways to overcome them Accepts challenges and seeks ways to overcome them Accepts challenges and seeks ways to overcome them 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
Respect	<ul style="list-style-type: none"> Shows respect to others Shows respect to others Shows respect to others Shows respect to others 	<ul style="list-style-type: none"> Values the opinions and contributions of others Values the opinions and contributions of others Values the opinions and contributions of others Values the opinions and contributions of others 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
Y1	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
Y2	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
Y3	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
R1	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
R2	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour
R3	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking Following when the teacher is speaking 	<ul style="list-style-type: none"> For exceptional behaviour For exceptional behaviour For exceptional behaviour For exceptional behaviour

Prepared/Revised:	Jabeen Hayat Head of Primary and Designated Child Protection Officer		Date of Signature:	18/08/2024
Approved & Authorised:	Neal Oates Principal		Date of Signature:	18/08/2024