



Star International School Mirdif,
Secondary Behaviour Policy
2019-2020

Company: Star International School 24b Street Mirdif Dubai	Effective Date : 08.09.2019 Revision Due Date : 21.08.2021 First Edition Date : 25.08.2019 Edition No: 1
---	---



At Star International School Mirdif, we believe that our standards of behaviour should be underpinned by the Star Values:

STAR VALUES

Permeating through the corridors and classrooms of our school are eight core values. These values are what we expect students and staff to demonstrate in all areas of school life.

- Caring
- Independant
- Resilient
- Responsible
- Positive
- Respectful
- Inclusive
- Honest

The school is committed to:

- Promoting a culture of praise and encouragement.
- Promoting desired behaviour
- Promoting self-esteem, self discipline, proper regard for authority and positive relationships based on mutual respect
- Praising and rewarding good behaviour
- Challenging and disciplining any inappropriate behaviour that does not meet our school expectations in and out of the classroom
- Providing a safe environment free from disruption, discrimination, bullying, any form of harassment and violence.
- Encouraging positive relationships with parents.

The school will discourage and challenge “low level disruption” including, but not limited to the following behaviours:

- Lateness (at the beginning of the school day and to individual lessons)
- Talking in class when not directed to do so by a member of staff
- Disrupting the learning of others
- Failure to complete classwork to an acceptable standard
- Rudeness to staff or other members of their class
- Lack of correct equipment



- Refusing to complete homework within the designated time frame, incomplete homework, or arriving at school without homework
- Defacing school or another student's property

Pupils will be expected to follow the school Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive at school and to lessons on time and fully prepared (See Star Start)
- Follow reasonable instructions given by the teacher.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time and to the standard requested.
- Show respect for the school environment.
- Follow the schools Digital Code of Conduct and BYOD policy

Rewarding Good Behaviour

At Star, we operate a House Family System. The four houses are:

- Oryx
- Falcon
- Gecko
- Wildcat

All students are assigned to a house on their registration into the school.

At Star, we believe that good behaviour should be rewarded. The following rewards will be used by staff to encourage those behaviours which we desire to see:

- Verbal praise
- Certificates
- Postcards home
- House points
- Age appropriate reward activities



Star Start

To ensure that all students arrive in school with the correct uniform and equipment, at Star International School, Mirdif we begin each day with 'Star Start'. During Form Tutor Time students must present, for checking, all basic equipment deemed necessary:

- Pen
- Pencil
- Ruler
- Rubber
- Reading book (personal choice reading text appropriate for their age and educational level)
- Fully charged Chromebook
- Headphones
- Appropriate and complete Star International school uniform

Any student who is unable to present a complete and correct 'Star Start' will be loaned the correct equipment from their form tutor and a Pastoral Level consequence will be issued. Repeated failure to bring appropriate equipment will result in parental contact.

Secondary Behaviour and Sanctions

Classroom Behaviours

Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age of the student

In the first instance, the teacher will praise another student for demonstrating the correct behaviour, "Well done Ahmed for sitting quietly and waiting for further instructions"

If the behaviour continues, the teacher will decide how best to tackle the disruptive behaviour. This could include;

- Telling the pupil, or indicate non-verbally to stop the behaviour, explaining to the student, why their behaviour is unacceptable
- Outlining that they have a choice between altering their behaviour or choosing to accept a sanction
- Instructing the student to move places within the classroom

At all times it must be clear that students may earn the right to repair the damage done and move back up to the required level of behaviour during the course of the lesson. Young people will make mistakes, we expect them to redress this and have the opportunity to make up for this.



Attitude to Learning (AtL)

To promote a positive attitude to the students' learning, at Star we monitor their contribution, engagement and motivation in every lesson throughout the day.

The chart below, indicates the scale that is used to gauge attitude and effort in each lesson.

Students begin each lesson with a grade of 2. This is the minimum expectation at Star and will ensure that a student is in the correct frame of mind for learning to take place.

At the end of each lesson, the teacher decides on the Attitude to Learning that the student has demonstrated and this AtL is logged on a central database.

Monitoring AtL

AtL scores will be monitored throughout the week by form tutors, Heads of Year, and the senior leadership team of secondary.

An AtL over a weekly period that is 30-40 (majority of lessons 'Outstanding' with some 'Good') AtL points will result in rewards being given to the student (see above). Any AtL, over a week, between 65-74 (majority of lessons 'Good' with some 'Improvement Required') will result in a conversation between the student and the Head of Year. This may lead to a sanction (as detailed above). A score of higher than 75 ('Improvement Required' / 'Major Concern') will lead to the school contacting parents to outline the sanctions to be taken by the school.

Should a student's AtL be a 4 (Major Concern) in any lesson within a day, parents will be contacted to outline the sanctions to be taken by the school. A Pastoral Level consequence will be issued.

Attitude to Learning (AtL) Descriptors

Grade	Descriptors for Attitude for Learning
1 Outstanding Attitude to Learning	<ul style="list-style-type: none"> • Student is fully engaged in the lesson and exceeds expectations of behaviour • Student makes a positive and creative contribution to the lesson • Student is demonstrating attributes of an ambitious independent learner who takes responsibility for their own progress • Students demonstrate highly respectful behaviour to all and outstanding behaviour for learning • The student demonstrates that they have a strong aspiration to be outstanding and successful • Student completes all tasks to the best of their ability and engages in additional extension tasks to further their learning • Student supports other learners
2 Good Attitude to Learning (Expected Norm for All Students)	<ul style="list-style-type: none"> • Student is engaged in the lesson • Student attempts to make a positive and sometimes creative contribution to lesson • Student attempts to be an ambitious independent learner who takes responsibility for their own progress • Student demonstrates respectful behaviour and appropriate behaviour for learning • Student shows aspiration necessary to be successful • Student completes tasks to the best of their ability
3 Improvement Required with Attitude to Learning	<ul style="list-style-type: none"> • Student has shown some engagement in the lesson, meeting basic expectations • Student has inconsistently made a positive and creative contribution to the lesson • Student has shown limited ambition when prompted to do so • Student has demonstrated mostly respectful behaviour and some behaviour appropriate for learning but his has not been maintained throughout the lesson • Student has shown some aspiration to succeed but has not hasn't yet developed the resilience for this to be consistent • Student does not complete tasks to the best of their ability
4 Major Concern with Attitude to Learning	<ul style="list-style-type: none"> • Student has not engaged fully in the lesson and has failed to meet basic expectations • Student makes no contribution to the lesson, or contributes in a way that is detrimental to their own, and/or others, progress • Student not yet developed the resilience to take responsibility for own learning • Student demonstrates behaviour that lacks respect and negatively impacts learning • Student shows little aspiration to succeed • Student completes little or no work in the lesson in relation to the work set

Students who achieve an AtL of 3 will receive a Teacher Level consequence. Persistent Level 3 ATL will result in a Pastoral Level consequence.

It must be noted that a level 3 may be given to a student, but a teacher may at their own judgement decide to move a student back to a 2 if their behaviour moving forward warrants this.

Students who receive a Level 4 ATL will automatically receive a Pastoral Level consequence.

Consequences

A range of disciplinary measures exists at Star International School Mirdif can be used, including but not limited to, the following:

Level	Available Consequences
SLT	L3/L4 Removal Parental Meeting Saturday Detention Internal/External Suspension Formal KHDA sanctioned written warning & undertaking document issued KHDA involvement
Pastoral Level	Break/Lunch Intervention Thursday Intervention Year Leader/Form Teacher Report Parental Meeting Home School Contract
Teacher	Break/Lunch Intervention Classroom Teacher Report Restorative Justice Parental Contact

In the event of an illegal act, contrary to the laws of Dubai, taking place on the school premises, the school is legally obliged to contact the relevant local authorities.

Classroom Removal

In instances where behaviour persistently does not improve the teacher will ask a Teaching Assistant or a reliable student to seek assistance from the Senior Leadership Team or other designated member of staff. Students will be given the opportunity to reflect on behaviour, and choose to modify in order to return to the classroom. This would be classed as a level 3 removal.



In the event that a student does not make the right choice with their continued behaviour then this will become a Level 4 removal. They will be removed from class until such time as the Senior Leadership Team or designated member of staff chooses to allow the student back into the school community. This will automatically result in a Thursday after-school detention and parental contact will be made.

In the event that a student is given a Level 4 removal on a Thursday then this will roll over to the following Thursday to allow parents the opportunity to make travel arrangements.

Internal Suspensions

In the event that a student has committed an act judged by SLT to warrant a more serious intervention an Internal Suspension may be issued. This can last from 1-2 days depending on the judgement of the senior team.

During this time students will receive work set by their teachers and will be supervised by a responsible adult. They will continue to work on their academics whilst being removed from the school community.

The student 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.

Students will be required to attend compulsory counsellor sessions during this time, and upon returning to the school community. The number and duration of these sessions will be determined by the school counsellor. This will be influenced by the nature of the offence and forms part of the school's risk assessment of students when re-entering the school community.

A behaviour report following an internal suspension will also be issued for the 2 weeks following to ensure that a student is supported with their re-integration. This coupled with the counselling sessions forms the basis for our proactive approach to supporting students making the correct choices moving forward.

External Suspensions

In the event that the school feels an Internal Suspension is not sufficient a consequence for a student'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 the school community.

An external exclusion 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 other students in the school community judged to be too high to manage internally. It may also be to safeguard the student who has committed the act in certain instances.

Students will be required to attend compulsory counsellor sessions upon returning to the school community. The number and duration of these sessions will be determined by the school counsellor. This will be influenced by the nature of the offence and forms part of the school's risk assessment of students when re-entering the school community.

A behaviour report following an internal suspension will also be issued for the 2-4 weeks following to ensure that a student is supported with their re-integration. This coupled with the counselling sessions forms the basis for our proactive approach to supporting students making the correct choices moving forward.

Formal Written KHDA warnings and undertaking documents

In situations where the school feels a student's conduct is serious enough to require a formal undertaking by the parents and students themselves, the school will request for the KHDA to become involved. 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 students and parents in order to allow the student to return to the school community. The school also outlines the support and provision they will provide to help the student re-integrate themselves. This is a formal process and is managed by the KHDA. In the event that 3 written warnings are issued over the course of a student's time at Star Mirdif International School the student 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 to for the foreseeable future. Further transgressions against this undertaking could lead to multiple written warnings the consequences being discussed above.

Risk Assessment

In the event that a student is seen as a risk to other students in the school community there are several procedures which the school may put into place.

In the first instance the priority is the safety of all children. A student who is violent or aggressive towards other students in the community cannot be allowed to remain in the school community regardless of the causes of these actions. This is because the school has a duty of care to all students and adults, and so if the school is unable to provide the care and support needed to deal with this behaviour it will approach the KHDA for guidance.



An external suspension could also take place of 1-3 days to allow all parties to reflect and consider their actions moving forwards. Upon re-entering the school will assess the risk through a reintegration meeting with parents and child, plus ongoing counselling sessions.

The school may require for a parent to obtain external counselling or psychiatric care to support our risk assessment of a child. Should they offer medical guidance the school will assess this and decide if they are able to meet the requirements of the students care with the existing school resources.

Should an LSA be required then the school will request that the parents provide the funding for them to recruit a specialist LSA in order to allow their student to re-integrate into the school community. This may be specified as part of a KHDA approved undertaking document.

The school may also require compulsory counselling sessions to be taken by the student in order to assess and minimise the risk of violent or aggressive behaviour.

In addition, additional monitoring of a child may be put in place for a period of time within classes, lunch and break-times could be in isolation should their be a risk determined towards others or the student in question at that time.

Prepared/Revised By: Mrs Gill Roberts	
Designation: Principal	
Signature:	Date: 02.09.2019

Approved and Authorised By: SLT	
Designation: SLT	
Signature:	Date: 02.09.2019