
STUDENT BEHAVIOUR POLICY

(2023-2024)

Policy Code:	EHS-9-2023
Approved by:	Ms. Suzan Khashan
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Next review date:	December, 2024

Student Behaviour Policy

(Also refer to the section on Positive Behaviour Management)

Rationale

Al Shorouq Private School has the highest expectations that all members of the school community will conduct themselves in a respectful, considerate, rule-abiding, and orderly manner. A key principle at the school is that adults serve as role models and guides for the students, and that any intervention or response of a disciplinary nature is offered within a framework of positive behaviour management, continuous holistic education, and personal responsibility.

There will be zero tolerance of any form of corporal punishment, be it threatened, implied, or in any way used. Any form of abuse by any school community member toward any other will not be allowed nor tolerated. A positive ethos of mutual respect will be upheld at all times. Good behaviour, in all possible manifestations and circumstances, is to be the norm at Al Shorouq Private School.

When errors of judgment or exceptions to the school rules or behavioural norms occur, as they occasionally will, the response by peers and educators must be respectful of the fundamental dignity of the person who made the mistake. Consequences must be fair and effective and commensurate with the seriousness of the transgression. Parents will be informed of repeated or serious offenses, and are expected to be part of the misbehaviour management process, particularly when called upon. In extreme cases, if suspension or expulsion is considered as the only suitable consequence, KHDA will be contacted and permission sought.

Wherever possible, the student must take part in the process of determining the wrong done and its effect on others/the school, and in deciding the course of action for its rectification and a commitment to not repeat it. This is *taking responsibility for one's own actions*, a quality we teach at Al Shorouq Private School. It is only by teaching students to *learn from their mistakes* that the desired self-managed, well-adjusted human beings will result from having participated in education at our school; particularly for those who graduate from the school.

Responsibilities

Leaders, Parents and Staff

Our partnership with parents is important and we value the contribution they make in supporting the school by endorsing school values and expectations relating to attendance, honesty, punctuality, good behaviour, positive attitudes, and homework. Our School Leadership Team (SLT) is responsible for establishing and maintaining an inviting, orderly and respectful school for students who demonstrate good behaviour. Only by ensuring this ethos will all community members succeed in their respective roles.



Our entire school staff including each support-staff member is responsible for upholding our high standards for good behaviour and the utmost respect for self, all others, and the school environment.

Students and Staff

Students and staff feel secure and valued within the school community and are expected to create and contribute to a cooperative and harmonious environment. Relationships are based on mutual respect, and our school is one in which everyone can thrive and achieve their potential.

Teachers

Teaching staff should establish clear classroom expectations that reflect the school's rules and expectations for good behaviour and positive attitudes, while demonstrating the spirit of cooperation with others at all times. Teachers respond to misbehaviour by taking fair, respectful action to rectify the behaviour and hold the student accountable for it. The rules of the classroom are not only communicated, they are honoured and exemplified by those in the classes taught here. These expectations for the highest calibre of warmth, caring, and a high regard for one another are the hallmarks of our school ethos.

Procedures

Where incidents of misbehaviour do occur, staff will devote time to discussing the incident with students involved to help them understand and acknowledge that their behaviour is unacceptable and to help them change. Such acknowledgment may be asked for in writing from the student, with the student's signature, and may include a plan for restitution or a suitable consequence, perhaps to be suggested by the student.

A stepped approach

At Al Shorouq Private School, a stepped approach will also be adopted. This approach gives behaviour a **score from 1 – 10** and appropriate consequences. It is not possible to detail every behaviour but when dealing with inappropriate behaviour it is useful to consider what it might score and what sort of consequences this score warrants. All the information should be recorded on a "Behaviour Incident Form"

Score	Examples of Behaviour	Consequence
1 - 3	Incorrect School uniform Dropped litter Failure to complete work set in lesson Drawing on cover of books	Verbal warning Loss of privilege
4 - 6	Challenging teacher instruction Late to lesson on a regular basis Repeated failure to complete work in lesson or homework Inappropriate language in the playground	Parent Meeting Incident form Detention Letter home Loss of privilege
7 - 8	Truancing from lesson Vandalism/graffiti Verbal/Physical Bullying / Cyber	Parent Meeting Deputy Principal Detention Loss of privilege Withdrawal from class
9 - 10	Failure to attend School detention Abusive behaviour towards a member of staff	Parent Meeting Pastoral Support Programme Red Report Suspension, Exclusion

If a student's behaviour is giving cause for concern, the parents should be invited to a meeting. A Consultation Form should be completed and if appropriate a pastoral support programme instigated so that parents, the student, staff and appropriate professionals work together. Staff should be mindful of any possible special needs such as students on the autistic spectrum and those with ADHD. (Refer to Inclusion Policy)

Consequences

The member of staff has to make a professional judgment about whether further action is necessary. They should ensure that the student is clear about why the action is being taken and always carry out the action promised.

Verbal Response

The most effective and frequently used sanction is when a teacher discusses the student's behaviour with them, helps them to get back on track and to put things right.

In dealing with behaviour effective teacher strategy might be to:

- Respond constructively rather than reacting instinctively
- Value the person giving positive cues such as smiling
- Separate the behaviour from the person
- Discuss with colleagues and take advice
- If a student is aggressive, be calm, look relaxed, stand still, look at the student, use his or her name, acknowledge feelings, offer choices, agree to tackle the problem, give a quiet order and repeat it, use humour, send for help if necessary, move on
- If a student is defiant – look at the student, use his or her name, be positive, express dissatisfaction with the behaviour and remind him or her of the consequences, defuse with humour, re-direct e.g. focus on work by moving to another student, stay friendly and praise for settling back to work

Loss of Privilege/Break time

Students need a break and it is more effective if they lose part of the break time rather than the whole period. Work set during break time should be meaningful.

Monitoring Reports

For younger students this may mean a daily chart with smiley faces etc. For older students staged reports will be used:

- Green report issued by any member of staff (reported to Administrative Coordinator)
- Amber report issued by Middle leaders (Administrative/ Academic Coordinator, Social Worker)
- Red report issued by SLT

Students on report must be monitored and the appropriate staff, such as the Class Teacher and parents informed.

Time Out

Sometimes the behaviour of one child means that the learning of the whole class is disrupted. Staff should know where to get support in such instances (this will usually be through the Administrative Coordinator, Academic Coordinator or Social Worker). A time is arranged to talk through the incident with the teacher, child and senior member of staff in order to put matters right. Parents are informed and, if necessary, involved in the pastoral plan.

Detention

Parents must have 24 hours notice that their child is in detention. It must be clear why the detention has been given, when it will occur and for how long the student will be detained.

Detentions must be reasonable and proportionate to the offence with the time in detention being used constructively. Work set during detention should be linked to the curriculum. A record must be kept of detentions.

Withdrawal of a student from their teaching group

This is an option to avoid going straight to suspension/exclusion. This is a temporary measure, usually only for one day. A meeting with parents and the student is arranged. Appropriate work must be set and supervised by a senior member of staff. Students also lose break time privileges and must be supervised by a member of staff.

Suspensions and Expulsions

The school will employ the most effective possible strategies to rectify and prevent serious disciplinary problems that may lead to suspension. Such actions as violence, blatant disrespect shown to an adult or to the local cultural norms, the repeated or severe use of offensive language, and any action that is abusive toward any community member at school, may be subject to possible suspension/exclusion.

Suspensions/Exclusions

A suspension/exclusion may occur within the School, wherein the student spends part of or a full day or more separated from classrooms under the supervision of a Social Worker, Administrative Coordinator or Senior Teacher expected to accomplish the day's assignments while working alone.

Only the Principal (or the acting Principal), with the express authority of KHDA, has the power to suspend or exclude a student from school.

Suspension/exclusion is an extreme measure and will not be used for:

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Breaching of School uniform policy
- Punishing students for the behaviour of their parents

Before a suspension/exclusion is imposed, the Principal will:

- Ensure sufficient information has been gathered to determine the potential seriousness of the incident taking account of the Al Shorouq Private School Behaviour Policy.
- Allow the student to give his/her version of the event.
- Check whether the incident may have been provoked, for example, by bullying, or by racial or sexual harassment.
- Consult with the Board of Governors and with KHDA in all cases.



If the Principal suspends/excludes a student, he or she informs the parents immediately orally and in writing, giving reasons for the exclusion. Following exclusion, a parent / guardian must accompany the student on the first day of return.

Expulsions

Repetitions of serious, harmful behaviour may lead to an eventual expulsion, meaning permanent removal from the school. Behaviour that deliberately causes serious physical harm to another or the use of illicit drugs or alcohol while on the school premises or on a field trip with the school would be cause for possible expulsion depending on the circumstances. The Principal is the ultimate authority responsible for making the decision in such serious incidents. Serious Incident records are kept in any case where expulsion is considered, KHDA is duly informed and their written permission sought as per Private School Regulations.

In the case of permanent exclusion, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Al Shorouq Private School Appeal Panel. The School will inform the parents how to make any such appeal. The Appeal panel will consist of three people with no direct involvement or knowledge of the incident. A representative from the Board of Governors and KHDA must be invited to join the appeals panel. The panel considers the circumstances in which the student was excluded, any representation by parents, and whether the student should be reinstated. If the Appeals Panel decides that a student should be reinstated, the Principal must comply with this ruling.

Positive Behaviour Management

The consistent implementation of positive behaviour management approaches and methods is an important test of whether Al Shorouq Private School is striving to achieve its aims because how we deal with difficult situations involving the students is a direct statement of our real core values.

Advice to Teachers

The following sections offer guidance to teachers and staff at all levels in promoting good behaviours.

General Guidance

The most effective teachers employ a consistent and well considered strategy at all times. The students have confidence in how the teacher will react and respond in different situations, and this reliability creates trust and promotes engagement.

Teachers who are reactive, show frustration, anger and display confusion when having to deal with student misbehaviour are less effective.

Most students will want to do the right thing at all times, and reinforcement and positive feedback is all that is required to maintain and entrench these behaviours. Some, on the other hand, have poor discipline structures at home, and they will find it harder to respond appropriately in school settings/ Teachers have to work with these students to help them appreciate a clear behaviour management structure at school and the certainty and security it offers.

Positive Behaviour Management is **most potent** when it is practiced throughout the school consistently. Positive Behaviour Management is about reinforcement i.e. catching student being good as much as doing wrong. It involves an **exchange of trust**, and, using an analogy of having a bank account, deposits of praise and encouragement are made.

Positive Behaviour Management doesn't mean teachers cannot assert themselves. This is often confusion. Remember there are three positions on the "Assertiveness Scale" – Aggressive, Assertive & Submissive. Assertiveness is the goal.

<p>To be assertive is to be:</p> <ul style="list-style-type: none">● Calm● Assured – “I am the adult here”● Considered/Unemotional● Clear and unambiguous● Use a lot of eye contact● Give praise and do these methodically	<p>Submissive and Aggressive Teachers may do some of these:</p> <ul style="list-style-type: none">● React too quickly or duck for cover● Beg/Plead● Show emotion● Yell /rant● Show inconsistency
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Teachers who try to impose discipline through hostility are rarely successful and the result of the inevitable accusations and responses is to degrade the students.

Positive Behaviour Management needs a plan of action based on '**all students have *the right to learn*** and all **teachers have the *right to teach***'. Use these phrases with students – they are very powerful and can encourage self reflection.

Class Rules

Class-rooms should have Class Rules with the consequences articulated. Negotiate these at the start of the year and have them displayed on your classroom wall. Discuss them with the students so they understand the rules and process.

Consequences

Consequences can be almost insignificant but will act as a notice of discipline to the student. There must be no favouritism towards any single individual. Be consistent!

This is important: the consequences must be disliked/annoying/inconvenient to the student - but never humiliating.

- Progressive
- Cumulative
- Continuous

The general rule is *the lower the consequence the better*.

If an initial warning is ineffective, then move up one stage. Continue moving up stages with each ineffective stage.

Importantly, BE CONSISTENT, and remember, from the student perspective, "the certainty that there will be a consequence IS MORE POWERFUL than its severity"

Verbal praise and positive reinforcement

It is important **not** to reward restorative behaviour otherwise a student will plan ahead with an incentive for bad behaviour.

In general and unconnected from consequences, there should be **a general regime of verbal praise** for work and behaviour done as required. Verbal praise **should still be carried out with those who find it uncomfortable**. It can become comfortable if it is the norm in that place. There may be private verbal praise strategies however for a time.

- Praise should be appropriate AND sincere
- The precise reason for praise should be given
- Praise the students as an adult might be praised
- Praise can be in public or in private
- Robotic praise should be avoided



While restorative behaviour must not be rewarded, even the good behaviour and work of a misbehaving student freely given, benefits the whole class.

General Principles

The task of caring for individual students throughout the school is shared by all staff but it is the Class Teacher who will assume overall care of students in his/her class. However, the Class Teacher should not work in isolation but as a member of a team, lead by the Administrative Coordinator and supported by the Social Worker.

In addition to the Class Teacher, the Administrative Coordinator is an important point of contact with students and should assume responsibility for constant monitoring of progress in, and attitude to, work. Also essential is an awareness of the interests, and activities inside and outside school, which contribute to the personalities of the individual students.

He/she should be the person from whom staff seeks information regarding a particular student.

The Administrative Coordinator and Social Worker will assume responsibility for the general welfare of defined sections. She/he should support the class teacher at all times.

The Administrative Coordinator and Social Worker will liaise with the Vice Principal (Student Affairs) and report directly on all pastoral issues to the Senior Leadership Team.

It is essential that all stakeholders involved establish and maintain a good two-way contact with Parents.