

DUBAI HEIGHTS ACADEMY



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| Policy | Behaviour & Rewards Policy |
| Approved on | August 2023 |
| Approved by | Principal |
| Review date | August 2024 |



POLICY STATEMENT

Dubai Heights Academy strives to offer all students a hazard free and emotionally safe environment in which they can achieve their full academic and personal potential. In order for the school to achieve this objective, the responsibilities of students and parents include:

- Abiding by the school's behaviour policy which covers expected code of behaviour during all school related activities and participation in social-media forums
- Ensuring the student understands the school's expectations and possible consequences that may arise due to a breach of the expected behaviour

All staff have high expectations of children's behaviour. This is fostered in a calm, secure and caring environment. Good behaviour is carefully developed and supported. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school and through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to support the school in helping their children to behave well and adhere to the parent school contract.

SCHOOL PROMISE

We RESPECT the rights of every child, every mind and everybody:

- Respect every child - Every child has the right to feel safe and happy at school.
- Respect every mind - Every mind has the right to positive wellbeing. Every mind has the right to learn and to express views and feelings in a positive and safe environment.
- Respect everybody - Everybody in the school community has the right to be respected and valued.



DUBAI HEIGHTS
ACADEMY
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OUR SCHOOL PROMISE

وعد مدرستنا

We respect the
rights of every
child, every mind
and everybody.

نحترم حقوق كل
طفل وكل عقل وكل
شخص.

RESPECT EVERY CHILD

Every child has the right to feel safe and happy at school.

احترم كل طفل

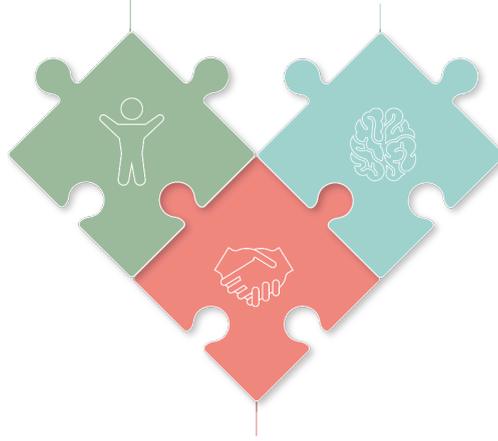
لكل طفل الحق في الشعور بالأمان والسعادة في المدرسة.

RESPECT EVERY MIND

Every mind has the right to learn and to express their views and feelings.

احترم كل عقل

لكل عقل الحق في التعلم والتعبير عن رأيه ومشاعره.



RESPECT EVERYBODY

Everybody in the school community has the right to be respected and valued.

احترم الجميع

لكل فرد في المدرسة الحق في أن يتم احترامه وتقديره.



AIMS

- To ensure all members of the DHA community adhere to the school's promise
- To outline clear communication of expected student behaviour
- To facilitate a culture of praise and encouragement, along with strong work ethic to ensure students are confident and resilient learners who aspire to reach their full potential
- To promote a culture of self esteem, self discipline, a proper regard for authority and positive relationships
- To ensure consistent delivery of the policy and that there is no discrimination on any grounds, with particular reference to ethnic or national origin, culture, religion, gender or disability
- To ensure positive behaviour management alongside consistency and clear communication will support the wellbeing of students, their progress, learning and their achievements
- Provide a safe environment where teachers, students and staff can learn and work without disruption
- To ensure that students feel supported by the school policy and that they understand their own responsibilities with respect to behaviour
- To ensure that the concerns of staff and students are listened to and appropriately addressed
- To encourage parents and carers to work in partnership with the school to achieve and maintain a high standard of behaviour so students develop socially, personally, academically and morally in preparation for a positive role in society

1. ROLES AND RESPONSIBILITIES

1.1 Dubai Heights Academy supports positive behaviour and a positive environment through:

- Ensuring a positive, fair and consistent approach to behaviour management
- Communicating the school promise to respect every child, every mind and everybody



- Providing a safe and secure environment to learn
- Promoting an inclusive school environment through the development of positive relationships between all members of the community
- Developing the skills of co-operation and discussion
- Encouraging everyone to take care of and have respect for their own and each other's belongings
- Encouraging everyone to take pride in the school environment
- Encouraging good behaviour outside of school e.g. tournaments, school trips etc.

1.2 All staff are responsible for:

- Working hard and expecting high standards
- Being co-operative and courteous
- Being punctual throughout the day
- Recognising good behaviour
- Rewarding good behaviour
- Being warm and welcoming
- Setting clear boundaries of behaviour
- Sanctioning unacceptable behaviour
- Responding calmly, consistently and positively in all situations
- Teaching appropriate behaviour and giving feedback when pupils are behaving well
- Showing respect for every child as an individual
- Following behaviour modification plans & protocols consistently for specific children, as set out by the Head of Inclusion, Wellbeing and Pastoral Care.
- Making it their responsibility to understand conditions that may affect a student's behaviour and deal with it appropriately.
- Being familiar with and following all policies consistently to ensure consistent approaches throughout the whole school

1.3 All Parents are expected to:

- Adhere to the parent school contract in terms of expected behaviour
- Support staff in the implementation of school policies
- Be prepared to work in partnership with the school to improve student's behaviour when necessary
- Ensuring students attend school in good health, punctually and regularly
- Encourage their child to follow the school rules and behaviour expectations, using the DHA school promise
- Support and promote the school values
- Inform the school if there are any circumstances which may affect their child's behaviour
- Attend any school meetings requested regarding their child's conduct at school
- When parents are on the school site with their children at any time, it is their responsibility to ensure the good conduct and safety of their children. Students should be under the direct supervision of their parents at all times and should never be left unattended or allowed to access any areas or resources unsupervised.

1.4 All Students are expected to:

- Behave appropriately in a learning community and to adhere to the policies and procedures established
- Follow the Dubai Heights Academy School Promise
- Come to school ready and punctual both at beginning of day and for the start of every lesson
- Be responsible to learn with a positive, growth mind-set
- Be respectful towards others, regardless of age, gender, ethnicity or background
- Be responsible in class and around the school
- Respect the school and the wider community

2. POSITIVE BEHAVIOUR MANAGEMENT

2.1 Positive Student Recognition

Students respond better when they are encouraged and rewarded for positive behaviour and actions. Once students realise that positive behaviour brings about positive recognition, they are more likely to behave appropriately. Choosing



to act in a positive and responsible way results in positive consequences. We seek to reward students in a variety of ways. We also encourage them to realise that the most significant rewards in life come from the satisfaction we get from doing our best and achieving something significant or supporting and helping others.

2.2 Teacher Recognition

All staff recognise effort and achievement consistently, however this starts with a 'Meet and Greet' at the start of every morning. All staff greet the DHA students in the morning with enthusiasm, care and a big smile. This recognition continues throughout the school day, week and term in the following ways:

- Verbal praise and positive feedback
- Star of the Week (FS-KS2) Student of the Half-Term, and House Heroes (KS3 and KS4) – awarded in assembly. This focus on recognising achievement across the school and other such initiatives such as attendance and punctuality
- Attendance and Punctuality Awards - awarded termly to individual students with outstanding attendance.
- Displaying quality student work and recognising effort
- Positive verbal and written affirmation of the students work and good behaviour supported by comments in workbooks and on Seesaw communication platform
- Sharing positive behaviour/ work with the leadership team - phase leaders and SLT
- Stickers
- House points – in accordance with the House Points System
- Students impeccable conduct is recognised through distribution of leadership roles such as school ambassadors, house captains, unified champions, library monitors (not limited to)

2.3 House Points

- The ClassDojo system is used to collect house points.
- The winning house receive rewards on a regular basis.
- House points will be given out, 1 at a time, for displays of behaviour that meet or exceed the school promise, the DHA learning skills and other recognised learning behaviours that are agreed between the class teacher and students.
- Children will be given verbal feedback on receipt of a house point to encourage others to adopt the desirable behaviours within lessons and around the school.

3. RESTORATIVE PRACTICE & SANCTIONS

3.1 Guidance and support in recognising inappropriate behaviour for student self management

- Initial responsibility in restorative practice falls on the teacher/staff member who observes the behaviour or if the behaviour is reported to them
- At all stages the teacher/staff member will remain positive and assertive:
 - Give polite warnings
 - Stay calm & be clear on expectations
 - Be discrete where it is possible to avoid embarrassment
 - Say what conduct/behaviours should be demonstrated
 - Be unwavering and repetitive
 - Use the school/class rules and school promise to remind students of expected behaviour
 - Give space & time to conform
 - Ensure to be polite and demonstrate positive supportive manners
- Specialist teachers, class/form teachers and TAs need to communicate concerns and persistent issues with each other to maintain consistency in approach and help students recognise their triggers and support them in avoiding negative behaviours
- Teaching Assistants note and record behaviours during specialist lessons and transitions and feedback with class/form teachers on a regular basis every day
- Class/form teachers will communicate concerns to parents and ensure support from the family in regulating behaviours

- Persistent issues will escalate to the phase leader for support and review of additional strategies to help the student to self manage and reduce any negative behaviour
- Counselling and additional support is provided by the well-being team if considered appropriate
- If the behaviour is a repeated concern, a report will be documented by the teacher/counsellor on iSAMs well-being manager which is confidentially shared with the safeguarding and welfare team and followed up in consultation with the parties concerned

3.2 Behaviour Pathways

These are the steps for a behaviour pathway if students are displaying behaviour that is not appropriate. It is at the discretion of the teacher to move more quickly through the steps if the severity of the behaviour warrants it. Behaviour management always starts with planned ignoring because the child may be seeking attention, so a relevant positive comment is given rather than pointing out the negative behaviour.

EYFS and KS1

There are 6 behaviour management steps followed in EYFS and KS1

1. Non-Verbal Signals: Children will receive non-verbal cues indicating the unacceptability of their behaviour.
2. Talk about it: a calm, private discussion reinforcing expected conduct.
3. Time to Reflect: Supervised reflection time helps students understand the impact of their actions.
4. Time Out: If needed, students may have a short break from class to regain composure.
5. Parent Contact: We'll involve parents to support the child's behaviour improvement.
6. Parent Meeting: A meeting will be scheduled to discuss behaviour expectations and strategies.



KS2

There are 10 behaviour management steps taken in KS2

7. Non-verbal signals
8. Verbal warning, reminding the child of our class rules
9. Calm discussion, away from others, about why the behaviour is unacceptable and giving the consequences of further poor behaviour
10. Change of position within the learning environment
11. Time to reflect - the student will be allocated a time and place to complete a supervised time to reflect on their behaviour. Their attendance will be recorded. For students who attend more than 3 sessions in a term, then further steps will be taken to support the student which may include: Contacting parents to discuss ways of helping the child to improve his/her behaviour.
12. Referring the child/parents to the Phase Leader
13. Referring the child/parents to a member of the Senior Leadership Team
14. An agreed behaviour record may be issued for a short period of time to monitor and reward positive behaviour choices



15. Behaviour Review Meeting with parents
16. Referring the child to the Principal (Exclusion will be used as a last resort and only at the discretion of the Principal)

KS3 and KS4

In KS3 and KS4 students are aware that they should not disturb the learning of themselves and others. They follow a 3 step behaviour process; **Chance (C1)**, **Choice (C2)**, and **Consequence (C3)**.

Chance (C1) - If a student is not meeting the expected behaviour in a lesson or around the school they will be given a verbal warning. This is their chance to rectify their behaviour and the lesson will continue as normal.

Choice (C2) - If a student's behaviour continues to fall below expected standards then they have made a choice to continue in this way. As a result, they will be moved to a different seat to remove distractions and to ensure other students aren't affected. The lesson will then continue as normal

Consequence (C3) - If a student continues to make poor choices regarding their behaviour then there will be a consequence for repeated disruption to learning. If a C3 is issued, then the student will be removed from the lesson and continue to work in a Senior Leadership Team member's office. It is the student's responsibility to find their teacher at the nearest break or lunch for a restorative conversation (led by the teacher). The teacher will then contact parents by the end of the day to inform them of the behaviour and restorative conversation. Learning will continue as normal in the next lesson.

3.3 Sanctions

It should be noted that all staff have a responsibility to follow the behaviour pathways before initiating sanctions.

- Behaviours are managed in levels from 1 to 5 and there is a hierarchy of consequences for first and minor offences will be implemented (see table below). Students will have the choice to learn from their mistakes and be given time to reflect on their actions. Any 'thinking time' or 'time-out' imposed, e.g. missed break, becomes part of a reflective process, where students are given the chance to learn and discuss their choices and actions with staff.
- We recognise that students' behaviour may be impacted for a variety of factors, for example, Special Educational Needs and Disabilities (SEND), English Language Learner (ELL), life events and mental health, therefore both support strategies and sanctions may be modified accordingly on a personalised case by case basis.
- Serious and repeated behaviour incidents will result in meetings with parents to discuss behaviour. Behaviour incidents will be recorded on the schools iSAMS Wellbeing Manager system.
- Each classroom must display the behaviour promise poster and behaviour pathway flowchart with an expectation that this is fully understood by students through discussions with teachers.

3.4 Suspension/ Exclusion

- In cases of serious misconduct a student will be immediately removed from the classroom/activity and referred to a senior member of staff and/or school counsellor



SECONDARY BEHAVIOUR EXPECTATIONS

At Dubai Heights Academy, we all want to achieve the best we can. No one should disrupt their own learning or the learning of others. This will not be accepted. If you are not behaving as expected in lessons, there will be a 3 warning system in place.



CHANCE (C1)

Verbal warning and continue with the lesson.



CHOICE (C2)

Move to a different seat and continue with the lesson.



CONSEQUENCE (C3)

Removed from the lesson.
Phone call to parents.

- Repeated misbehaviour or if the strategies are failing to help a student regulate his or her behaviour, a team around the child (TAC) meeting will be called. This will involve the class teacher, parents, members of the Senior Leadership Team and Principal, and the student if appropriate.
- Significant/serious offences/ behaviours such as bullying or physical harm to a peer or member of staff may warrant suspension/exclusion;
 - Internal suspension is the removal from the activity/class where an alternative work area is provided
 - Exclusion/external suspension means the student does not attend school for a period of time. There are fixed term exclusions (maximum 3 days) and there is permanent exclusion in exceptional circumstances. Students who are suspended will have other privileges withdrawn as appropriate, such as the right to be involved in educational visits/trips/residentials in addition to suspension of any student leadership roles of responsibility.
- Students are issued work during suspension/exclusion. Work is sent to the student via Seesaw or Google Classroom if not in attendance at school.
- External exclusions always remain as a last resort, or for extreme offences, and are only issued after repeated offences.
- In extreme circumstances where all other options have been exhausted, and the student continues to cause a health and safety risk to others, exclusion or non-re-enrollment will be considered by the Senior Leadership Team. Acts of severe physical behaviour, violence and/or aggression will generally be grounds for making an application for exclusion to KHDA as per the parent-school contract.

3.5 Five Levels of Behaviour

| Level | Detail | Examples of Offence | Consequences |
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| 1 Teacher | <p>Low level, infrequent behaviours that interrupt teaching and learning and are dealt with in class through reminders of the school and class rules, basic rules of respect and implementation of in class sanctions.</p> <p>Action:</p> <ul style="list-style-type: none"> - A look, a pause or a verbal first and final warning - Explicitly reminding the student of the DHA School Promise, agreed rules and protocols. - A discussion around the relevant school value that has not been met by the behaviour - Group circle time discussion to determine reasons why - Inform parents with a phone call or face to face discussion | <p>Organisation</p> <ul style="list-style-type: none"> - Punctuality - Incorrect uniform - No equipment - Incomplete homework <p>Disruption</p> <ul style="list-style-type: none"> - Disrupting others from learning - Disrupting teachers from teaching - Inappropriate moving around <p>Disrespect</p> <ul style="list-style-type: none"> - Silly behaviour - Argumentative behaviour - Calling others names - Using inappropriate language - Using electronic devices inappropriately | <p>Verbal Warnings</p> <p>Email home</p> <p>Missed playtime</p> <p>Daily Report (KS3/4)</p> |
| 2 Teacher and Phase Leader/HOD/ Counsellor | <p>Repeated behaviours that disrupt teaching and learning or are repeated level 1 behaviour that requires additional assistance.</p> <p>Action:</p> <ul style="list-style-type: none"> - Explicitly remind the student of the DHA School Promise, agreed rules and protocols. - Discuss with student why behaviour is not the best where relevant / appropriate | <p>Organisation</p> <ul style="list-style-type: none"> - Persistent lateness to class/school - Truancy <p>Disruption</p> <ul style="list-style-type: none"> - Continued disruption after warning - Disrupting other/ numerous occasions / lessons <p>Disrespect</p> | <p>Formal email to parents</p> <p>Time out</p> <p>Missed playtime/ Thinking time</p> <p>Report (5 days) – KS3/4</p> |

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| | <ul style="list-style-type: none"> - A discussion around the relevant school value that has not been met by the behaviour - Giving the student time out of the classroom, supervised by another member of staff. This may occur during breaktime. - The teacher/lead will send an email or contact the parent by telephone to give specific details of the incident/s and outline expectations moving forward and share next steps. - The class teacher/lead will record any correspondence (email, face to face interaction, phone call) with parents on the iSAMS Wellbeing Manager and make the Key Stage Leader aware of the communication. | <ul style="list-style-type: none"> - Defiance - Bad language - Aggressive behaviour - Minor misuse of device/social media - Disrespect - Signs of developing instances of bullying | Formal Detention – KS3/4 |
| <p>3</p> <p>Phase Leader and a member of SLT</p> | <p>The persistent documented behaviour is referred to the Phase Leader and member/s of SLT</p> <ul style="list-style-type: none"> - Explicitly reminding the student of the agreed rules and protocols. - A discussion around the relevant school value that has not been met by the behaviour - Giving the student extended time out of the classroom with the Key Stage Leader e.g missed playtime and lunchtime - The teacher will in this instance refer the behaviour to the Key Stage Leader who will contact the parents. - Parents will be informed of a level 3 incident via a face to face meeting with the Key Phase Leader. - The Phase Leader will give specific details of the incident, outline expectations moving forward and share next steps. The aim to formulate joint strategies to improve the behaviours moving forward - The Phase Leader will share the meeting minutes with the parents and Senior Leadership Team - The class teacher/Key Stage Leader will record correspondence with parents on the Wellbeing Manager and agree on actions moving forward and a date for review. - The ‘Next Steps’ should be reviewed at the end of the set time frame agreed upon by all. | <p>Organisation</p> <ul style="list-style-type: none"> - Repeated level 2 offences - Truancy <p>Disruption</p> <ul style="list-style-type: none"> - Defiant behaviour - Repeated disruption of lessons - Refusal to work <p>Disrespect</p> <ul style="list-style-type: none"> - Physical altercation - Abusive language/behaviour - Dangerous behaviour - Malicious behaviour - Bullying - Racism - Harassment - Inappropriate use of device/ social media - Vandalism of peer property - Academic dishonesty | <p>Formal letter of concern to parents</p> <p>Warning letter (case dependent)</p> <p>‘On report’</p> <p>Internal isolation/suspension</p> <p>External suspension (case dependent)</p> <p>Student forward letter of apology</p> <p>Student/parents take responsibility for cost of damaged property</p> <p>Counselling</p> <p>Student group workshops</p> |
| <p>4</p> <p>SLT, Safeguarding Lead and Counsellor</p> | <p>When the behaviour of the student does not improve according to the agreed Next Steps, or in the event of a one-off higher level misbehaviour, the Key Stage Leader, with the support of a member of the Senior Leadership Team will decide on sanctions.</p> <ul style="list-style-type: none"> - Full investigation of incident - Immediate suspension, internally | <p>Organisation</p> <ul style="list-style-type: none"> - Repeated level 3 offences - Theft - Possessing inappropriate material <p>Disruption</p> <ul style="list-style-type: none"> - Extreme defiant behaviour | <p>Formal letter of concern to parents</p> <p>Warning letter (case dependent)</p> <p>‘On report’</p> |

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| | <ul style="list-style-type: none"> - Excluded students will be supervised as they complete their work away from their normal lessons and classmates. - A report will be issued where it is deemed that the student needs additional support in order to meet DHA's behavioural expectations. There are two different reports: a pastoral report and an academic report. - Parents will be informed of a level 4 sanction - this will be via a face to face meeting; the Phase Leader and member of the Senior Leadership Team, will meet the parents where possible. They may email the parents if they cannot make contact via telephone. - Staff should give specific details of the incident in parent communications and outline expectations moving forward and share next steps. - A formal warning letter from the school will be sent to parents as a record of the incident, which should be signed by parents and returned to the school to indicate that the parent is aware of the sanction and supports the school's efforts in upholding DHA's values. <p>Parental refusal to sign acknowledgement and or agreement letters does not change the process or the outcome.</p> | <ul style="list-style-type: none"> - Repeated disruption of lessons <p>Disrespect</p> <ul style="list-style-type: none"> - Physical altercation - Fighting - Vandalism - Racism - Abusive behaviour - Extreme bad language - Dangerous behaviour - Malicious behaviour - Bullying - Illegal behaviours <p>Other</p> <ul style="list-style-type: none"> - Possession of controlled substances - Smoking, possessing consuming or selling illegal substances - Possessing dangerous items or weapons - Brining to school or accessing material of an inappropriate sexual nature - Computer hacking - Vandalism of school property - Tampering with emergency / safety equipment eg fire alarm | <p>Internal isolation/suspension</p> <p>External suspension (case dependent)</p> <p>Student forward letter of apology</p> <p>Student/parents take responsibility for cost of damaged property</p> <p>Counselling</p> <p>Student group workshops</p> |
| <p>5</p> <p>Members of the SLT, Safeguarding Lead and Counsellor</p> | <p>External exclusions (or "suspensions") will be used in more serious cases of misbehaviour - these will ultimately be decided by the Senior Leadership Team in line with the Behaviour Policy and the Parent School Contract.</p> <ul style="list-style-type: none"> - The term of the suspension will be decided by the SLT but will be informed by the seriousness of the incident and what has historically happened in such cases. - This sanction is seen as an opportunity for a student to modify their behaviour before a permanent exclusion from the school would be considered. This may be given for not responding to other sanctions or a one-off higher level or very serious incident. - A Pastoral Support Plan will be put in place to support the pupil. This will be individual to the student and will be determined by the reasons for the sanction. - Parents will be informed of a level 5 sanction via a face to face meeting with members of the Senior Leadership Team. | <p>Repeat of level 4 offence/s</p> | <p>Formal letter of concern to parents</p> <p>Warning letter (case dependent)</p> <p>'On report'</p> <p>Internal isolation/suspension</p> <p>External suspension (case dependent)</p> <p>Student forward letter of apology</p> <p>Student/parents take responsibility for cost of damaged property</p> <p>Counselling</p> |

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| | <ul style="list-style-type: none"> - During the communication, the staff team will give specific details of the incident, outline expectations moving forward and share next steps. - A formal warning letter from the school will be sent to parents as a record of the incident. Please note that parental refusal to sign the letter does not change the process or the outcome. | | Student group workshops |
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4.5 Permanent Exclusion

A permanent exclusion (expulsion) will result if a student persistently exhibits higher level or very serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so. It will also result if a student commits a felony, whether the act takes place inside the school or elsewhere, or if the nature of the crime is such that the student's return to school would put other students at risk. A permanent exclusion is applied by the Principal when approved by the Governing Body and the KHDA. Parents retain the right to appeal to the Governing Body and the KHDA against a decision of a permanent exclusion. Where a decision is taken not to permanently exclude a student, a condition or conditions of reinstatement following a period of exclusion may be required on the part of the student and his/her parents.

5. OTHER RELATED POLICIES

5.1 Anti-bullying and Cyber Bullying Policy

5.2 Safeguarding and Child Protection Policy

5.3 Mental Health and Well-being Policy

5.4 Counselling Policy

5.5 Attendance and Punctuality Policy