

# مدرسة الوحدة العربية ARAB UNITY SCHOOL



## Behaviour and Rewards Policy



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## Foundation Stage and Primary

### Behaviour and Reward Policy

This document refers to and should be read in conjunction with:

- Other AUS Policies
- Appendix 1 - agreed levels of behaviour

#### Introduction

Pupils will make optimum progress in a positive, well ordered learning environment, which values all pupils as individuals and where success is celebrated. At Arab Unity School, we strive to create a happy, caring and secure environment for pupils and staff. This involves pupils and staff working together to develop a good, friendly, co-operative working relationship for the benefit of all. Pupils need to develop an appreciation, understanding and respect for the feelings, rights and needs of others. They need to learn to respect and to appreciate their environment and, above all, learn to manage their own behaviour. Part of the intrinsic motivation process, and hence the learning environment, is to value and praise pupils for good work or behaviour. Prize Givings will recognise effort as well as attainment.

#### Aims

We aim to:

- Recognise and applaud pupils' achievements
- Recognise social success
- Reward appropriate behaviour
- Work in partnership with parents
- Promote positive attitudes towards peers and adults
- Help pupils develop a sense of responsibility for the school environment
- Help pupils develop an awareness of their feelings and how to control them
- Help pupils manage their own behaviour

**Golden Rules and Golden Time**

All pupils follow the **Golden Rules:**

- **We are gentle:** We don't hurt anyone
- **We are kind:** We don't hurt anybody's feelings
- **We listen:** We don't interrupt
- **We are honest:** We don't cover up the truth
- **We work hard:** We don't waste our own or other people's time
- **We look after property:** We don't waste or damage things

These are displayed in all classes and central areas. The Golden Rules are also displayed in Arabic in Arabic classrooms. Teachers should refer to the rules when discussing behaviour issues with pupils. Pupils names or photographs are shown on a visual behaviour tracker in each classroom. The trackers can vary in appearance but all follow the same vocabulary:

Foundation Stage	Years 1 - 6
Superstar	Superstar
Wow	Wow
Well done	Well done
Ready to learn	Ready to learn
You can do better	You can do better
Warning	Warning
Thinking Chair (3 mins)	Time out (Yr 1 – 6, 5 mins)
Head of FS	Referred to Deputy / Phone call or letter home if repeat offence
Letter home (for repeat visits to Head)	Referred to Head of Section or Counsellor (Dependent on pupil needs)



Pupils' adherence to the golden rules determines any movement on the tracker.

They must start each day on the *ready to learn* section of the tracker.

If pupils exhibit poor behaviour and are moved down the tracker, they can redeem themselves and learn forgiveness by showing improved behaviour and be moved back up during the same day.

**Golden Award**

At the end of each week, FS classes will be awarded with a Golden Trophy if they have had NO pupils slide down from *ready to learn* during the week.

From Yrs 1 – 4, CTs will keep a track of positive behaviour each week and award a Golden Star on the classroom door to indicate this positive behaviour.

In Yrs 5 and 6, Form tutors will support the Deputy Head to determine which classes have upheld a positive attitude and award them the Golden Star on their doors as well.

Members of SLT will drop in to classrooms displaying the golden trophy or golden star during the week to praise the children.

**Rewards for FS to Y6**

**Foundation stage**

Individual rewards

- Verbal praise
- Star of the week assembly
- Students favourite class storybook to be sent home for one night \*
- Happiest class assembly – fortnightly

Teachers may also send a note home in child's diary, send to DH and HoFS for further special recognition

**Yrs 1&2:**

Individual Rewards

- Individual pupil rewards can be stickers or stamps on work or in diary
- Weekly assemblies led by Deputy will also award certificates to pupils for individual efforts – happiness, heart, attainment and learning skills (per class).
- Teachers may also send pupils to the Deputy or HP for further special recognition

**House points KS1**

(in addition to Annual Sports Days)

- Children are allocated to houses at the start of Year 1.
- Teachers can award a maximum of 3 house points (3HP) to a child for work / attitude showing effort / involvement that goes above that child's regular norm as a way of reinforcing positives in the school environment. These points are recorded on a chart in each classroom and counted weekly by the Head Boy/Girl in Yr 4 under the supervision of a named TA. Results are displayed on one central board for all of Primary.
- The first assemblies of T2 and T3 will announce the winners from the previous term and build up

**Yrs 3&4:**

Individual Rewards

- Individual pupil rewards can be stickers or stamps on work or in diary
- Yr 3 weekly assemblies led by Deputy will also award certificates to pupils for individual efforts – happiness, heart, attainment and learning skills.
- Yr 4 weekly assemblies led by Deputy will also award certificates to pupils for individual efforts – happiness, heart, learning skills(per class) and attainment (1 per core subject).
- Teachers may also send pupils to the Deputy or HP for further special recognition

**House points KS2**

(in addition to Annual Sports Days)

- Children remain in their houses to the end of Year 4.
- Teachers can award a maximum of 3 house points (3HP) to a child for work / attitude showing effort / involvement that goes above that child's regular norm as a way of reinforcing positives in the school environment. These

**Yrs 5&6:**

Individual Rewards

- Individual pupil rewards can be stickers or stamps on work or in diary
- Weekly assemblies led by Deputy will also award certificates to pupils for individual efforts – happiness, heart, learning skills (per class) and attainment (per core subject).
- Teachers may also send pupils to the Deputy or HP for further special recognition

**House points KS2**

(in addition to Annual Sports Days)

- Children may be reallocated houses at the start of Year 5, as the segregate, to ensure an even balance across school.
- Teachers can award a maximum of 3 house points (3HP) to a child for work / attitude showing effort / involvement that goes above that child's regular norm as a way of reinforcing positives in the school environment. These points are recorded on a chart in each classroom and counted weekly by the House Prefects in Yrs 5 & 6, under the supervision of the Deputy. Results are displayed on one central board for all of Primary.
- The first assemblies of T2 and T3

	<p>enthusiasm for working as part of a team to gain HPs.</p> <ul style="list-style-type: none"> <li>• These points will also be included in the overall school collation of house points each term.</li> </ul>	<p>points are recorded on a chart in each classroom and counted weekly by the House Captains in Yr 4 under the supervision of a named TA. Results are displayed on one central board for all of Primary.</p> <ul style="list-style-type: none"> <li>• The first assemblies of T2 and T3 will announce the winners from the previous term and build up enthusiasm for working as part of a team to gain HPs.</li> <li>• These points will also be included in the overall school collation of house points each term.</li> </ul>	<p>will announce the winners from the previous term and build up enthusiasm for working as part of a team to gain HPs.</p> <ul style="list-style-type: none"> <li>• These points will also be included in the overall school collation of house points each term.</li> </ul> <p>Children in Yrs 5 &amp; 6 will also participate in the sports elements of house competitions as part of transition to Secondary.</p>
<b>Star of the Week</b>	The weekly assemblies led by the Deputy Heads of each phase in Primary will be the forum for distributing certificates as outlined in <b>REWARDS</b> above.		
<b>Bullying</b>	<p>The Staff at Arab Unity School are firmly committed to eradicating bullying. The start of each new term commences with a Year Group Assembly outlining the ways to feel safe at school and what IS / IS NOT bullying... Happiness Ambassadors (1male, 1 female) in each year group (Yr 1-6) are also available for children to share concerns with.</p> <p>Allegations of bullying are taken seriously and investigated thoroughly. Victims are supported by class teachers/Deputies/Primary Counsellor and Head of Primary.</p> <p>Incidents are recorded on an incident form and emailed to PLT, Primary Counsellor and Hol and a copy is kept in the pupils file. Sanctions (break time detention with Primary Counsellor, 1 day internal suspension, 1 day external suspension, 3 day external suspension) will be applied to incidents of bullying with exclusion as the ultimate sanction.</p>		

## Appendix 1

Levels of Behaviour				
Foundation Stage		Primary Years 1 - 6		
Foundation Stage Level	Deputy Head FS	Class Teacher Level	Deputy Heads Level	Head of Primary / Primary Counsellor
Not following adult instructions	Repeated incidents will be referred to the Deputy Head of FS.	Disrupting lessons	Repeated incidents at CT level where parents have been informed via the school diary 3 times.	Sudden change/drop in pupil behaviour
Disrupting others		Not completing school work or HW		Suspicion of parental neglect
Taking lunch from others		Being unkind		Suspicion of any form of abuse
Taking property from others / school		Being rude		Substance abuse
Not sharing resources		Being physically aggressive		Extreme social & emotional needs
Using bad language		Wasting resources / time		
Being physically aggressive (scratching, biting, hitting, spitting)				<b>Bullying</b> (the use of force, threat, or <a href="#">coercion</a> to <a href="#">abuse</a> , <a href="#">intimidate</a> or aggressively <a href="#">dominate</a> others. The behavior is often repeated and habitual). <a href="https://www.stopbullying.gov/what-is-bullying/index.html">https://www.stopbullying.gov/what-is-bullying/index.html</a>

## ARAB UNITY SCHOOL

### BEHAVIOUR POLICY IN SECONDARY SCHOOL

At Arab Unity School, we aim to create a welcoming, caring environment where relationships are based on respect and to develop positive self-esteem in each child. Staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of all children and to their happiness and well-being while in school. In order to enable teaching and learning to take place, we believe that responsible behaviour in all aspects of school life is necessary.

#### **AIMS**

- To set out the broad principles for the implementation of rewards and sanctions
- To define roles and responsibilities, including the expectations that we have of each member of the school community
- To develop a culture of friendship and kindness between all.

We seek to create an inclusive, caring learning environment in the school by:

- Promoting and encouraging positive behaviour
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with all stakeholders to develop a shared approach which involves them in the implementation of the School's policy and associated procedures
- Promoting respect for others and their rights, and encouraging everyone to take responsibility for their own actions

## RECORDS AND EVIDENCES

- The Secondary section maintains a Behaviour Management Record Book, Incident Reports and Behaviour Contract assigned for each student (specific to Secondary Boys). The Behaviour Contract will be issued to girls individually on an 'as needs' basis.

DATE	NAME OF THE STUDENT/SUBJECT	TYPE OF INCIDENT	ACTION TAKEN	TEACHERS' SIGN	STUDENTS' SIGN
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- The Behaviour Log Book is maintained by the HOS where in daily incidents are reported by the teachers and secretary. Parents are informed through phone calls/mails or incident reports.
- Actions are taken based on Levels of Behaviour. (See below)
- All warning letters/incident reports/daily class monitoring reports are maintained in the respective student file.

### POSITIVE BEHAVIOUR

	<u>Action</u>
<ul style="list-style-type: none"> <li>Smartly and neatly dressed in school uniform at all times. Punctual and regular in attendance and submission of work.</li> <li>Involvement in school activities.</li> <li>Displays exemplary sense of responsibility.</li> <li>Demonstrates good organisation skills and is respectful.</li> </ul>	<p>Students who display positive behaviour are recorded in the Behaviour Record Book. The student with maximum number of 'appreciations' will be awarded STUDENT OF THE MONTH and a Certificate of Appreciation from Head of Secondary. At the end of academic year, students from each year with maximum number of appreciation notes will be qualified as STUDENT OF THE YEAR. The Student of Year will receive a Certificate of Appreciation from the Principal.</p>

WHO IS RESPONSIBLE?	LEVELS OF BEHAVIOUR	POSSIBLE SANCTIONS
<p><b>LEVEL 1</b> CLASS AND SUBJECT TEACHERS SUPPORT TEACHERS</p>	<ul style="list-style-type: none"> <li>• Ignoring instructions</li> <li>• Lateness to class</li> <li>• Low level disruption to teaching and learning</li> <li>• Not completing home work</li> <li>• Bringing in banned substances (not appropriate for learning)</li> <li>• Lack of respect to staff, other students and their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of school rules</li> <li>• Verbal warning</li> <li>• Note in school diary</li> <li>• Moving place in class</li> <li>• Break detention with 3 warnings</li> <li>• Confiscation of banned items.</li> </ul>
		
<p><b>LEVEL 2</b> DEPUTY HEAD CLASS TUTORS SUBJECT TEACHERS SUPPORT TEACHER</p>	<ul style="list-style-type: none"> <li>• Persistent lateness</li> <li>• Persistent L1 behaviour</li> <li>• Inappropriate disrespectful language</li> <li>• Continued non-completion of homework.</li> <li>• Littering</li> <li>• Not bringing enough learning resources</li> </ul>	<ul style="list-style-type: none"> <li>• Incident report filed and recorded in Behaviour Log.</li> <li>• Parent informed in case of persistent behaviour.</li> <li>• Break detention after 3 warnings.</li> <li>• Short term removal to another class.</li> </ul>
		
<p><b>LEVEL 3</b> DEPUTY HEAD /HOS</p>	<ul style="list-style-type: none"> <li>• Persistent L2 behaviour</li> <li>• Smoking</li> <li>• Swearing</li> <li>• Not keeping to report</li> <li>• Not attending detention</li> <li>• Sexual / racial language</li> <li>• Bullying</li> <li>• Theft</li> <li>• Refusal to hand over banned items</li> <li>• Graffiti</li> <li>• Leaving classroom without permission</li> <li>• Malicious pranks.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact/Meeting with parent.</li> <li>• Behaviour detention (break or full day detention depending on the severity)</li> <li>• Incident reports filed and recorded in log book.</li> <li>• Change of classroom for a week.</li> <li>• Possible withdrawal from privileges like School trip and sports activities.</li> </ul>
		
<p><b>LEVEL 4</b> HEAD OF SECTION / EXAMINATION OFFICER (relevant to Examinations)</p>	<ul style="list-style-type: none"> <li>• Aggressive behaviour</li> <li>• Persistent bullying</li> <li>• Vandalism (Fire Alarms)</li> <li>• Abusive, racist, sexual language</li> </ul>	<ul style="list-style-type: none"> <li>• Incident report /malpractice report filed</li> <li>• Break or full day detention depending on the no. of incident reports and severity (3)</li> <li>• Meeting or Informing Parent</li> </ul>

	<ul style="list-style-type: none"> <li>• Swearing at member of staff</li> <li>• Theft</li> <li>• Possession of dangerous items</li> <li>• Physical threat or harming others.</li> <li>• Providing false documents (signing for parents)</li> <li>• Extreme or persistent incidents of L3 behaviour.</li> <li>• Examination malpractice</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring report for a week after 3 warnings.</li> <li>• In case of extreme levels reference to Principal.</li> </ul>
<u>LEVEL 5</u> PRINCIPAL/ GOVERNORS	<ul style="list-style-type: none"> <li>• Possession / consumption/supply of alcohol/ drugs</li> <li>• Possession of Dangerous items.</li> <li>• Persistent refusal to comply with School Behaviour Policy/L3 and 4 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parent</li> <li>• Referral to Principal/Governors</li> <li>• External suspension (depending on severity)</li> <li>• Daily monitoring report after suspension for 2 weeks</li> </ul> <p style="text-align: right;">(Counsellor's intervention)</p>

**Any behaviour that may be illegal (such as supply of alcohol or drugs) may also be reported to Dubai Police who will take follow up action they deem appropriate.**

Social emotional concerns referred and dealt by the INCLUSION Department

Not being on task

Sudden change in behaviour

Attention seeking behaviour

Neglect by parents/ setting routines/dysfunctional families

Substance abuse

Additional learning needs

Social emotional needs