

Dubai English Speaking School

Behaviour Policy



DESS Behaviour Philosophy

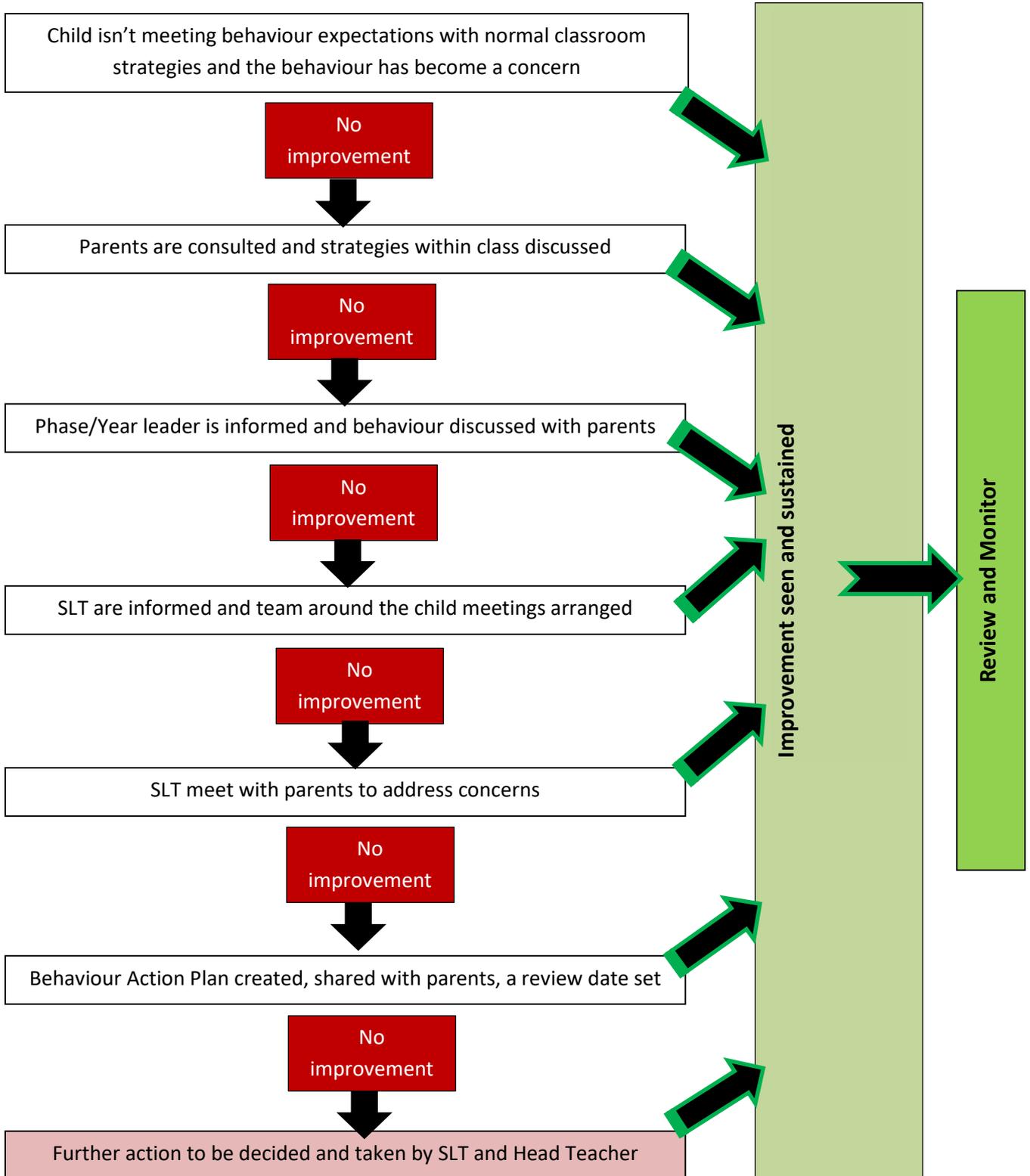
The school promotes mutual respect and supports all students to realise their potential. Positive behaviour is seen as an essential element of promoting academic excellence and encouraging a lifelong love of learning. This policy aims to promote positive approaches to behaviour, and linked with the rewards and sanctions policy, ensures that our students understand and demonstrate appropriate behaviour and respect for others.

Aims

- To ensure all members of the DESS community adhere to, understand and respect our Rights and Responsibilities, Moral Values- 4 Pillars of learning
- To facilitate a culture of praise and encouragement, along with a strong work ethic to ensure that students are confident and resilient learners, who respond to challenge and aspire to reach their full potential
- To promote a culture of self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- To promote high standard of moral values showing courtesy, considerate behaviour and tolerance for all
- To provide a safe environment where teachers can teach and students can learn without disruption
- To respond consistently and fairly to all unacceptable behaviour
- To recognise good standards of behaviour and ensure that these are rewarded
- 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 encourage mutual support amongst staff faced with challenging behaviour
- To ensure that students feel supported by the 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 and to provide clear systems to enable them to communicate with relevant staff and to seek and receive support.

Behaviour and Consequences Guide for Teachers

Behaviour is managed within class using teacher generated systems of reward and consequences. The language of our Rights and Responsibilities is used to guide this and related conversations. Incidents are recorded on iSAMs.



*Every child and context is different; therefore, there is room for judgement and sensible, informed decision making to occur beyond this guide. The nature of the behaviour will always be considered as well as any additional needs the child may have.

Serious incident procedures

Examples of serious incidents include:

Persistent refusal to do what the teachers asks

Verbal or physical bullying or abuse of another student or staff member

Any action which puts the safety of the school or any individuals at risk

Any inappropriate action of a personal or physical nature that is invasive or upsetting, including inappropriate touching, language or invasion of personal space

All serious incidents should be referred straight to SLT / Head Teacher



The Head Teacher to take action



The Head Teacher meets parents with teacher present and minutes taken. One of the following actions may then be taken:

- Loss of privileges
- Internal exclusion
- Suspension
- Exclusion (in consultation with the Principal)

The actions taken by the Head Teacher will be at their discretion and judged to be in proportion to the behaviour of the child.

Your Rights Your Responsibilities

Right to an Education

Responsibility

- To have a positive attitude and work towards my targets
- To listen and learn in lessons
- To work with a partner/team and respect others opinions
- To know the next steps in my learning

Right to Feel Safe

Responsibility

- To not hurt or bully others.
(Report bullying if you see it)
- To take care of others and yourself
- To follow the safety rules in school
- To look after our school
e.g. Keep the school tidy

Right to Relax and Play

Responsibility

- To play kindly and fairly and include everyone
- To use all equipment correctly
- To be honest and tell the truth
- To be positive and encouraging

Right to be Treated with Respect

Responsibility

- To be respectful to others no matter what they believe (religion/customs etc.)
- To listen to others points of view
- To treat others how you would like to be treated (Not rude or mean)
- To be responsible for your own actions and behaviour

Moral Education Program

4 Pillars



- Fairness, affection
- Caring; honesty
- Tolerance; respect for difference
- Resilience; perseverance



- Settlement, family and kinship in the UAE
- How the UAE grew into the diverse, inclusive society it is today



- Discovering UAE heritage through story telling
- Intangible heritage
- What objects and symbols can tell us



- Me and my family
- Friendship
- Self-identity and working with others
- Being healthy and staying well

Key Terms:

MORALS:	Honesty	Kindness	Harmony	Courage	Moderation	Tolerance
SKILLS:	Thinking	Solving	Predicting	Synthesising	Teamwork	Leadership
QUALITIES:	Altruism	Discipline	Wisdom	Generosity	Ambition	Resilience
COMPETENCIES:	Ethics	Solidarity	Respect	Duty	Diversity	Inclusivity
MORALS:	Honesty	Kindness	Harmony	Courage	Moderation	Tolerance