



## Behaviour Policy

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**Sharjah English School**  
**Behaviour Policy - Primary**



*This policy applies to all members of the school (including staff, students / pupils, volunteers, parents / guardians, visitors, community users).*

**Reviewed: September 2022**

**Next Review: September 2023**

## **BEHAVIOUR POLICY**

Sharjah English School has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies and strong classroom organisation.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to provide a successful learning environment for all. We believe strongly in the importance of promoting and praising good behaviour by being good role models and ensuring outstanding behaviour is practiced across all aspects of school life.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately.

We give children choices and make it clear as to the consequences of the choices they make. Pupils have the right to be safe, treated politely and to learn without disruption. Pupils have the responsibility to care for themselves, other people and their school.

Rewards, Assemblies, positive 'words' and our personalised curriculum are used to encourage positive personal, emotional and social behaviour and to develop positive relationships.

Our Teachers:

- Ensure that all children are able to exercise the right to play safely and happily; free from bullying or harassment etc.
- Deliver an effective and engaging curriculum
- Provide stimulating and well managed classroom environments
- Recognise and applaud pupils' achievements
- Reward appropriate behaviour
- Share achievements with parents and management
- 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

In managing Behaviour in our school all adults are requested

- To use rules and sanctions clearly and consistently.
- Give frequent praise for good behaviour as well as for good work. ● Use positive language whenever possible and as often as possible. ● Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Think carefully about what you are saying and set realistic sanctions. ● Where possible try to deal with situations within the class to enhance credibility and authority.
- Never leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow. ● Be consistent whilst taking into account each child's individual needs. ● Staff are requested to be vigilant in addressing and reporting behaviour across primary
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

**Learner Profile:**

The Learner Profile underpins teaching, learning and behaviour at SES. It consists of attributes and characteristics which are essential for developing pupils who are respectful and consistently well behaved.

<p><b>Communicative</b></p> <p>We share our thoughts, ideas and knowledge clearly and in a variety of ways.</p>	<p><b>Resilient</b></p> <p>We "bounce back" and move forward in challenging times.</p>	<p><b>Inquiring</b></p> <p>We are curious; we want to challenge our understanding.</p>	<p><b>Reflective</b></p> <p>We think carefully about our experiences and learn from them.</p>
<p><b>Risk-taking</b></p> <p>We can cope with uncertainty and work and learn in new ways.</p>	<p><b>Persevering</b></p> <p>We keep going and never give up, even when things are difficult.</p>	<p><b>Empathetic</b></p> <p>We take time to learn about others' lives; we put ourselves in others' 'shoes'.</p>	<p><b>Open-minded</b></p> <p>We are receptive to other viewpoints and are keen to learn new things.</p>
<p><b>Confident</b></p> <p>We believe in ourselves and in our knowledge and actions.</p>	<p><b>Self-motivated</b></p> <p>We are 'go-getters'; we focus on the positive benefits of learning something new.</p>	<p><b>Responsible</b></p> <p>We understand how to look after ourselves and others and we make good choices.</p>	<p><b>Innovative</b></p> <p>We can visualise new and creative solutions to a problem.</p>

**GOLDEN RULES**

There are generally six Golden Rules to guide and support all pupils and staff in both class and specialist lessons. The Golden Rules are created by each class (where appropriate) in September and are displayed in all classes. The general expectation of all our staff is that

- We are kind and gentle
- We are helpful
- We look after property
- We listen to people and show respect
- We work hard and try our best
- We are honest

‘Golden Time’ is the time that we set aside during the curriculum to reward our pupils for good behaviour.

### **Positive Behaviour Charts**

Across the school we believe that it is important that all children have a visual reminder of the importance of positive behaviour. In all that we do they are encouraged to aspire to become a role model for others in their behaviour and manners.

Positive Behaviour Charts are in use throughout the school and differ according to the age, stage and interests of the pupils.

An example of a positive behaviour chart (traffic light) can be found in Appendix A

Foundation Stage - Non verbal picture cards are used as reminder for expected behaviours

- good sitting
- good looking
- good listening
- lips closed
- Brain boxes on!

### **Rewards and Sanctions:**

Positive behaviour will be rewarded with:

- Verbal Praise
- In class achievement rewards
- Achievement shared with PLT/Parents
- Assembly – Certificate
- House Points (physical and electronic awarded)

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand - they will be spoken to directly and advised that the way they are acting is not appropriate.
- Referring the pupil to the HOD/DH/HOP
- Email or phone call home to parents
- Losing time from Golden Time (Middle and Upper)
- Losing 'Play' Time ( Foundation and Infants ) (1/5 minute intervals)
- Restorative Practices – age appropriate
- Meeting with parent and pupil to agree behaviour expectations
- Completing a Individual Pupil Behaviour Plan

All incidents of poor behaviour must be reported on the schools [MIS system](#). This enables us to keep a trail and address persistent issues.

### **Parent Involvement:**

When parents are approached it should be to seek their help and support and inform them of continued incidents of poor behaviour.

Involving parents will, in most cases, follow these steps:

1. An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
2. The parents are asked to attend a formal meeting with the class teacher or member of the PLT to discuss consistency in next steps or to create an individual behaviour plan.

### **Consequences**

All staff reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.

- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents at home.

Where necessary the PLT will ensure that Individual Behaviour Plans are in place.

As an inclusive school, we understand that some pupils may require additional/ bespoke strategies to support their behaviour. In all cases, we readily work with pupils and their parents to devise the most appropriate means of supporting them.

### **School Counsellor**

A school Counsellor is available to primary pupils, referral is via the PLT and LS team. The Counsellor is used to address and complement the work in the classroom. The Counsellor's intervention aims to address any social, emotional and behavioural needs that a child may be experiencing.

Our school Counsellor will work with each child on a 1:1 basis to encourage them to become more confident and more able to establish positive relationships and friendships, as well as breaking down some of the barriers they may have towards their learning. They will also work with the Class Teacher to devise appropriate in-class strategies as required.

### **Behaviour Management**

#### **Foundation and Infants**

#### **Expectation:**

- All pupils begin their day on Green
- Exceptional behaviour - pupils are promoted to gold

*if unacceptable behaviour is shown*

- Verbal prompt & Reminder of expected behaviour

- Lose 1/5 minutes of 'Playing Time' (Yellow)

*If behaviour continues*

- Lose 1/5 minutes of 'Playing Time' (Red)  
Parents will be informed at pick up or via email/ phone call

- Child is sent to HOD to discuss and consider correct behaviours, review of expectations with Class teacher  
Parents will be informed at pick up or via email/ phone call

*If behaviour continues*

- Child is sent to Head of Primary to discuss and consider correct behaviours

*If there are repeated occurrences of unacceptable behaviour/ pupils are at risk due to seen behaviours*

- Parents will meet with Head of Primary & Class Teacher to discuss a plan of action and/ or the use of an individual behaviour plan

*In exceptional circumstances the Deputy Head/ Head of Primary may intervene and direct a specific course of action for a pupil.*

### **Oak Classes (Middle & Upper)**

#### **Expectation:**

- All pupils begin their day on Green (traffic light)
- Exceptional behaviour - pupils are promoted to gold

Verbal prompt required or reminder of expected behaviour

- Yellow traffic light (lose 5 minutes of Golden time)

Further verbal prompt required or reminder of expected behaviour

- Red traffic light (lose 10 minutes of golden time)  
Parents will be informed at pick up or via email/ phone call

*If behaviour continues the following response to be followed*

- Sent to other year group teacher as a reminder of expected behaviour (lose 15 minutes of golden time)



→ Child is sent to Head of Department to discuss and consider correct behaviours, review of expectations with Class teacher  
Parents will be informed at pick up or via email/ phone call

→ Child is sent to Deputy Head to discuss and consider an agreed plan for improved behaviour with pupil and teacher  
Parents will be informed at pick up or via email/ phone call

*If there are repeated occurrences of unacceptable behaviour/ pupils are at risk due to seen behaviours*

→ Parents will meet with Head of Primary & Class Teacher to discuss a plan of action and/ or the use of an individual behaviour plan

*In exceptional circumstances the Deputy Head/ Head of Primary may intervene and direct a specific course of action for a pupil.*

This policy is linked to:

**E safety:**

Internet Safety- Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy. [Z:\e safety\SES Online Policy.doc](#)

**Bullying:**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying will be dealt with in line with our [Anti-Bullying Policy](#)

## Appendix A



# Traffic Light Procedures



  
  
  


**Excellent! Aspirational behaviour**

Daily celebration of the following:

- good attitude,
- responsible choices
- kind gestures
- Supportive attitude

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**Well Done! You are doing a great job!**

**Daily starting point for all pupils!**

(two verbal reminders of expected behaviour within green will lead to amber)

- Reminded of the expected behaviors and given a warning.
- Green face can be restored with positive behaviour.
- Time out at age appropriate limit, if behaviour continues

(two verbal reminders within amber will lead to red)

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Continued poor behaviour :

- pupil will be removed from class - sent to HOD/other classroom
- Write a restorative explanation/ sorry letter
- Parents informed of poor choices

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In the event the poor behaviour continues

- Pupil will be placed on an individual behaviour plan which is age appropriate

**eg**—sticker chart / behaviour diary including specialists