

## Behavior Management Policy

At Dubai Schools, we recognize the importance of promoting appropriate behavior and dealing with behavior in a restorative way. We aim to provide a positive environment where each student is respected and the right to learn is encouraged and protected. This guide provides specific aims and goals for all, including strategies for acknowledgment and procedures for handling infractions of behavioral expectations.

### Aims

We aim to ensure that positive behavior is rewarded and inappropriate behavior is dealt with firmly and fairly. The School Code of Conduct (see below) is framed to encourage and reinforce courteous and civilized behavior - every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behavior.

We aim to have a proactive approach to behavior that incorporates the principles of positive behavior support and self-regulation by students.

Our system increases our capacity to reduce school disruptions and educate all students, to behave responsibly, through:

- Clearly defined outcomes
- Supportive administrative systems
- Reflective practice

### Our School's Code of Conduct in line with The Dubai School Values

- Students will:
- Be respectful
- Be trustworthy and empathetic toward others
- Be a collaborator and inclusive
- Be mindful of my own and others' cultural preservations
- Always try my best

The School's Code of Conduct will be posted in classrooms in both **English and Arabic**. There is an ongoing schoolwide focus on reinforcing appropriate behavior, through daily lessons, the "All Approaches" program, Student led Assemblies, and Moral Education curriculum.

### Teaching Behavior Expectations

Our school strives to be a safe and engaging place; where children learn and practice a set of social and emotional competencies that will help them succeed both in school and later in life. All behavior expectations at Dubai Schools will be rooted in the Dubai Schools Values.

### Roles and Responsibilities:

All staff will support students in making the correct choice with regards to their behavior. If unwanted behaviors are seen the staff member witnessing these will deal with them immediately and detail on Isams, followed by the **Homeroom Teacher, Grade Level Leader and Phase Leader**. When a referral is issued on Isams the bold names above are automatically informed.

### Staff Responsibilities:

- To Value the traditions and religious morals of the U.A.E.
- To continuously teach, model and practice the behavioral expectations throughout the year.
- To set and define expectations and routines from the beginning of each academic year
- To teach appropriate behaviors and routines in all settings
- To actively monitor behavior.
- To acknowledge appropriate behavior.
- To follow the behavior management policy and procedures.
- To be consistent in dealing with students
- To encourage the Dubai School values in the school community
- To have high expectations of all students
- To meet the educational, social and behavioral needs of all students.

### Student Responsibilities:

- To value the traditions and religious morals of the U.A.E.
- To support and care for one another, listen to others and respect their opinions



- To respect others' property and work
- To take responsibility for their own actions and behavior
- To follow the instructions of their teacher, leadership members, and security.
- To respect and model the school's values

#### Parents Responsibilities

- To value the traditions and religious morals of the U.A.E.
- To support the values and expectations of our school
- To ensure their child attends school regularly and punctually
- To ensure their child is dressed appropriately for school and has the necessary equipment
- To treat staff and other adults with courtesy and respect
- To discuss the school rules with their child, and support the school through talking to their child about their behavior choices.
- To listen to their child's point of view while also considering the other side
- To talk to their child's teacher if they are concerned about a behavior issue

#### Restorative Justice Approach

Restorative justice focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims.

#### Restorative Justice Practices

- Builds relationships.
- Strives to be respectful to all.
- Provides opportunity for equitable dialogue and participatory decision-making.
- Involves all relevant stakeholders.
- Addresses harms, needs, obligations, and causes of conflict and harm.
- Encourages all to take responsibility.

#### Restorative Questions for student incidents

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What do you think you need to do to make it right?
- If the same thing happens again, how could you behave differently?

#### Behavior infractions:

- Ensure GLL/PL is kept fully informed of any concerns through detailing on iSAMS
- Undertake an investigation if a concern is raised, adding the details to iSAMS
- Close the loop - ensure all parties are informed of the outcome, especially parents.
- All records to be documented on iSAMS through Rewards and Conducts tab.

Dubai Schools will use iSAMS to record all infractions of behavioral expectations. The following outlines the level system along with the instructions for handling such behavior.

#### Leveled Behaviors (See Code of Conduct for Restorative Practices)

##### Level 1 Behaviors include, but are not limited to:

- Inappropriate language (disrespectful e.g., cursing, putdowns)
- Intentional tardiness e.g., arrived by bus on time but delayed going to class
- Defiance e.g., not following staff instructions
- Disrespect including mocking others e.g., teasing
- Non-compliance with policies e.g., uniform
- Breaking school rules in the classroom, hallways, playground and school buses e.g., running in the hallway, not putting seatbelt on, rough housing (aggressive play).
- Disruptive behavior in the classroom, school, or on school buses e.g., calling out, shouting, slamming doors
- Incorrect school uniform
- Not bringing the necessary books and/or equipment to class



**Level 2 Behaviors include, but are not limited to:**

- Repeated Level 1 behaviors
- Cyber bullying/bullying (physical and/or verbal)
- Unexplained absences e.g. skipping class
- Abusive language (swearing and/or shouting at another)
- Deliberate defiance of school authority and staff
- Trespassing
- Pushing/Shoving
- Technology Violations
- Theft
- Vandalism
- Leaving school without permission
- Cheating on exams or assignments
- Fighting with other students
- Using a mobile phone in school
- Providing false documents (e.g. signing letters without the knowledge of parents)

**Level 3 Behaviors include, but are not limited to:**

- Repeat of Level 2 behaviors
- Fighting/assault with teachers, staff members and/or community members
- Use, possession of weapons or item that could be used as one
- Willful damage or destruction of the school/personal property
- Using/possession of illegal and/or inappropriate substances
- Harassment
- Abusive Language/Racist remarks
- Exchanging inappropriate materials and photos etc



### Student Consequences and Restorative Justice Approach

| Violation Level   | Behaviors  | Actions Taken   | Responsible Staff Member is the professional educator who saw the incident and dealt with the student(s) at that time. |
|---|--|---|--|
| <p><b>Level 1</b></p> <p>Level one behaviors are typically dealt with by classroom/homeroom teachers. Level one focuses on primary behaviors and immediate solutions.</p> | Not bringing the necessary books and/or equipment to class   | Conversation with student about why the materials are needed  | Homeroom/specialist teacher witnessing behaviors   |
|   | Incorrect school uniform   |   |  |
|   | Intentional tardiness e.g., arriving by bus on time but delayed going to class                               | -Teacher write a note on seesaw/email to parent<br>-ISAMS referral  |  |
|   | Defiance e.g., not following staff instructions  | -Teacher writes a note on seesaw/email to parent.<br>-Conversation with student about “why” the change in behavior is needed<br>-ISMAS Referral   | Homeroom/specialist teacher witnessing behaviors   |
|   | Non-compliance with policies e.g., uniform   |   |  |
|   | Disrespect including mocking others e.g., teasing  | -Student will be observed in class by the specialist/HRT (after his name in the record book for three times.)<br><br>-Student have a Goal Setting Meeting with his teacher and parents informed via email.<br>-ISAMS Referral   | Homeroom/specialist teacher witnessing behaviors<br>Counselor<br>Grade Level Leader                                    |
|   | Disruptive behavior in the classroom, school, or on school buses e.g., calling out, shouting, slamming doors | -The GLL will have a meeting with the student and then contact the parents to discuss the next steps i.e. parent meeting, counselling, weekly behavior monitoring plan, or (Acknowledge/Pledge)<br><br>-Level 1 warning letters form will be issued and a student, parent meeting with GLL<br>-ISMAS Log Parent Comms |  |
| Breaking school rules in the classroom, hallways, playground and school buses e.g., running in the hallway, not putting seatbelt on, rough housing (aggressive play).     |  |   |  |
| Anything similar to these violations is at the discretion of the school's Behavior Management Committee.  |  |   |  |



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| <p><b>Level 2</b></p> <p>These behaviors are moderately serious behavior concerns or repeated Level 1 misbehaviors</p>                    | Repeated Level 1 behaviors   | -Break Reflection during break/lunch with the HRT/Specialist.   | -Homeroom/specialist, admin staff witnessing violation. |
|   | Abusive language (swearing and/or shouting at another)   | -Name recorded in the record book.  | -Counselor  |
|   | Trespassing  | -Parents to be informed   | -Grade Level Leaders                                    |
|   | Unexplained absences e.g. skipping class   | - Behaviour logged on ISAMS   | -Phase Leaders  |
|   | Cheating on exams or assignments   |   | -Assistant Principal                                    |
|   | Mocking others/unkindness  | -Parent meeting with Phase Leader to discuss the next step (parent meeting, counselling, weekly behavior monitoring plan - Inform AP (Appendix E1 & E2) | -Counselor  |
|   | Pushing/shoving  | -Behavior logged on ISAMS   | -Phase Leaders  |
|   |  |   | -Assistant Principal                                    |
|   | Technology violations/cyber bullying/ Using cellphones during school time  | -Level 2 Behavior Letter (Acknowledge/Pledge)   | -Homeroom/specialist, admin staff witnessing violation. |
|   |  | -Behavior logged on ISAMS   | -Counselor  |
|   |  |   | -Grade Level Leaders                                    |
|   |  |   | -Phase Leaders  |
|   |  |   | -Assistant Principal                                    |
|   |  |   | As needed - Assistant Principal                         |
| <p><b>Level 3</b></p> <p>Level 3 behaviors are serious breaches of the DSM behavior expectations and/or repeated behaviors of level 2</p> | Theft  | -Parent meeting with Phase Leader/Assistant Principal to discuss next steps.  | -Counselor  |
|   | Fighting with other students   |   | -Vice Principal   |
|   | Cyber bullying/bullying (physical and/or verbal)   | -Students receive Level 2 first written warning letter  | -Elementary Principal                                   |
|   | Vandalism  | -Behavior logged on ISAMS   | -Secondary Principal                                    |
|   |  |   | As needed- Elementary Principal                         |
|   |  |   | -Secondary Principal                                    |
|   | Leaving school without permission  | -Students receive final warning letter.   | -Counselor  |
|   | Bringing mobile phone to school  |   | -Phase Leaders  |
|   | Misusing any means of communication  | -Student will be internally suspended from attending lessons until Behavior improves or until the end of discipline period.                             | -Assistant Principal                                    |
|   | Providing false documents (e.g. signing letters without the knowledge of parents)  |   |   |
|   | Anything similar to these violations is at the discretion of the school's Behavior Management Committee.   | -Behavior logged on ISAMS   | As needed- Elementary Principal                         |
|   |  | -Secondary Principal  |   |
| <p><b>Level 3</b></p> <p>Level 3 behaviors are serious breaches of the DSM behavior expectations and/or repeated behaviors of level 2</p> | Repeat of Level 2 behaviors<br>Fighting with teachers /students and /or community members<br>Willful damage or destruction of the school/personal property | -Referred to the Principal with documentation completed.  | -Staff Witnessing                                       |
|   | -A formal meeting with Phase Leader/Assistant and Elementary Principal/Secondary Principal is held with the parents and student                            | -Student Counselor  |   |
|   | A- written warning will be issued that requires parent signature   | -Elementary Principal   |   |
|   |  | -Secondary Principal  |   |
|   |  | -School Principal   |   |



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|  |  | school or be placed in in-school reflection for up to 3-5 days.  |
|  | Severe Bullying/ Abusive Language/Racist remarks<br><br>Harassment | -Students will receive First Level 3 warning letter<br><br>-At the discretion of the Elementary Principal/Secondary Principal, student will be suspended from attending  |
|  | Assault  | -Formal meeting with parents and school principal.<br><br>-Students will receive second Level 3 warning letter<br><br>-At the discretion of the principal, student will be suspended from attending school or be placed in in-school reflection for up to 3-5 days.      |
|  | Use of inappropriate substances /materials                         | -The Principal, Elementary Principal, Secondary Principal shall notify the Department of Legal Affairs in the Ministry of Education.<br><br>-Student should be suspended immediately until investigation is completed within 2 working days.                             |
|  | Possession of weapons with the intent of use                       | Formal meeting with parents and school principal.<br><br>-Students will receive an immediate Level 3 warning letter<br><br>-At the discretion of the principal, student will be suspended from attending school or be placed in in-school reflection for up to 3-5 days. |

