



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

Behaviour Policy (Secondary School)

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'The DIS Way'

At DIS, **Respect, Excellence, Collaboration and Integrity** are the **values we live by**, that help us action our Vision and Mission. These are also the values of Al-Futtaim Group.

DIS Vision:

To create an outstanding, multi-cultural learning community which empowers students to achieve their potential, become life-long learners and responsible global citizens.

DIS Values:

At DIS, Respect, Excellence, Collaboration and Integrity are the values we live by, that help us action our Vision and Mission. These are also the values of Al-Futtaim Group.

Purpose and Principles

- We aim to create a positive learning culture where everyone in the school community feels safe confident, valued and protected.
- Teachers can teach to the best of their abilities and all students have the opportunity to learn
- We promote a positive learning environment where everyone works together in a supportive way, enabling all students to reach their full potential emotionally, socially and intellectually.
- We have high standards and expectations, of both staff and students, which are clearly defined.
- We encourage students to show integrity and make the right choices through staff teaching and modelling exemplary behaviour and by rewarding and praising students when they get it right.
- We reward hard work, achievements and contributions made to the community.
- When students choose not to do the right thing, then appropriate sanctions and interventions will be applied. We want our students to learn how to be responsible for their own behaviour and make the right choices. There is a need for us to assist our students to grow up with a clear and acceptable view of what is right.

The concept behind Positive Behaviour for Learning

As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action there is a consequence.

A consequence is an outcome that arises as a direct result of the way we act and the choices we make.

At DIS corrections are issued by staff not punishments. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence or reward given.

The DIS Way

We must have high expectations of everyone for them to be successful; we will support every student to meet our expectations. Whilst sometimes this may be challenging, we expect our students to live by our core values and DIS Social Norms 100% of the time, demonstrating the DIS Way. If they do this, their hard work will be acknowledged through our core values and learner attributes. Below are our core values and expectations. Students will develop positive habits around these key areas which allows them to thrive both academically and socially.

Respect for all

- At DIS we greet each other in a kind and caring manner with a smile on our faces.
- At DIS students refer to their teachers using Sir and Miss or using their surname.
- At DIS we believe in mutual respect – we value each other and their opinions.
- At DIS we actively listen when others are speaking. We never talk over another person. One voice at one time.
- At DIS we communicate in a respectful and polite manner. This includes using please and thank you – good manners go a long way.
- At DIS we take pride in our school and our community. We never litter or damage school property.

Excellence in everything we do

- At DIS we are always on time to school and lessons. We work hard to exceed the DIS attendance target of 98%.
- At DIS we reflect, challenge and push ourselves each and every day. We strive to give 100% effort to all we do.
- At DIS we accept that failure leads to success. We must be resilient and learn from our failures. We never give up.
- At DIS we are always well prepared for lessons and learning.
- At DIS our uniform is worn correctly with pride. We are all proud to be a part of the DIS community.

Integrity each and every day

- At DIS any form of bullying, intolerance or unacceptable behaviour is not tolerated and challenged by everyone. Positive behaviour should always be celebrated and rewarded.
- At DIS we do the right thing each and every day. Not because we have to, but because we want to.
- At DIS we take responsibility for our own actions and behaviour. We don't blame others and find excuses.
- At DIS we are all ambassadors of the school – this includes the wider community.
- At DIS we demonstrate honesty regardless of the situation. We do this because we are principled people.

- At DIS we are true to our word. If you commit to something, you follow through with it to the best of your ability.

Collaboration – We succeed together, we fail together

- At DIS we embrace different cultures, backgrounds and values– we are a community that is inclusive and treats everyone equally.
- At DIS we are a community who helps, cares and supports each other – physically, emotionally, socially and academically.
- At DIS we show enthusiasm when celebrating the achievements of others. We achieve together and we fail together!
- At DIS we contribute to discussions, whilst allowing others to develop our ideas.
- When collaborating with others we are always respectful of their ideas.
- At DIS we all support each other to achieve our goals and never put anyone down

Roles and Responsibilities

SLT

- Support HOD link with behaviour concerns in their departments.
- Reinforce the DIS Way culture across the school with all DIS Staff, students and parents.
- Dealing with serious incidents liaising with the AHT Pastoral.
- To ensure the school environment encourages positive behaviour.
- To monitor how the behaviour policy is implemented across the school and ensure rewards and sanctions are issued consistently

Subject Teachers:

- Implement the behaviour policy consistently.
- Build positive relationships with students by looking for opportunities to reward and celebrate learning and The DIS Way.
- Know the needs of the students in their class, and level of support they are getting (if relevant).
- For students with needs, work closely with the inclusion team and ensure that the student passport from Provision Map is used.
- Managing and teaching behaviour in the classroom and outside lessons. Use the BFL steps consistently in the classroom to ensure that students have the chance to change their behaviour.
- Model positive behaviour at all times.
- Ensure that house points and corrections are recorded on Go4Schools and immediate follow up actions are completed.

Heads of Department:

- Set the standards expected and reinforce the DIS Way within the department.
- To ensure all staff know what is expected of them.
- Support teachers in the department to ensure high levels of positive behaviour.
- Monitor behaviour on a regular basis across the department through Go4Schools and learning walks.
- Monitor and chase up incidents that are not yet resolved on Go4Schools.
- Intervene and support teachers where needed in most instances.

Year Learning Coordinators:

- Monitor behaviour in their year group across the curriculum and take a holistic view of students' behaviour.
- Encourage the DIS Way and high standards of behaviour across their year group.
- Deal with serious incidents with the support of the AHT Pastoral.
- Regular monitor behaviour across the year group and intervening where needed.
- Support with students who are cause for concern across multiple areas.
- Collaborate with all key stake holders to ensure students' needs are met

Form Tutors

- Encourage and reinforce the DIS Way and behaviour expectations with their tutor group.
- Build positive relationships with students and their families, being the first port of call for parents.
- Monitor their tutees behaviour and progress through Go4Schools and intervene early where necessary.

Parents

- Support their child in adhering to the expected DIS standards and the DIS Way.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- To engage with the school at all times including attending face to face meetings when necessary.

Rewards

Positive Consequences: Praise and Rewards

Deira International School believes that positive reinforcement of excellent attitudes to learning, behaviour and rewarding success are essential tools for managing behaviour at DIS. During the school day, the expectations is that Praise should be used much more than warnings. Opportunities for praise should be actively sought by all staff, both teaching and associate, in order to ensure that positive messages and meaningful rewards are at the heart of our school. These also support to reinforce our school's vision and core values.

At Deira International School all staff will maintain a consistent approach towards rewarding students. By praising students and recognising their achievements others will be encouraged to act similarly. House points will be given in all areas of the school, both pastorally and through the curriculum, recognising a student's attitude to learning, progress and commitment to the school's visions and core values.

Many rewards are given to students through positive logs on Go4Schools. Rewards are issued for displaying positive behaviours for learning, demonstrating the school's values and learner attributes, attendance at extra-curricular activities, as well as making excellent progress in lessons. Great emphasis is placed on the completion of Independent Learning Tasks with many positive points available for students completing work outside of the classroom to the best of their ability. All positive behaviours logged on Go4schools are converted into rewards through the year. For example, end of term trips and The DIS Way Golden Tickets.

Less formal, more personal praise is equally effective and is part of our school's drive to enable our students to develop their sense of who they are and to enable them to celebrate success. Positive consequences that can be used include:

- House Points
- Frequent use of verbal praise both in and out of the classroom
- Phone calls home
- Postcards/letters home
- Lunch with the Principal
- Vouchers and prizes
- Certificates
- Recognition in assemblies
- Recognition in newsletters/on the website
- Rewards trips
- Golden and platinum tickets
- Marking and feedback
- Recognition evenings

Behaviour Management in practice

At Deira International School we believe a fair and consistent approach should be taken when managing student Behaviour. We understand that as educators we play a pivotal role in teaching students how to behave. When managing student behaviour we adopt a staged intervention approach which allows students to reflect on and modify their behaviour where necessary.

If a student is not behaving in an acceptable manner, they will be issued with a C1 (The first correction issued as a direct result of a negative behaviour incident). This is a reminder that the student needs to modify/change the way that he/she is behaving. This is not recorded on go4schools.

If the student chooses to ignore this warning and does not modify their attitude or behaviour the teacher will issue a C2. (The second correction, a result of further negative behaviour). The teacher will remind the student of the DIS expectations allowing them the opportunity to modify their behaviour. At this point the teacher will record the warning on Go4schools with reasons for the C1 and C2 provided in the comment box.

Should a student continue to behave in an unacceptable manner the teacher will issue a final warning which is a C3 (The third correction, a result of continued negative behaviour). This will be recorded on Go4schools, along with a description of the behaviour that led to the third correction being issued. If a student receives a C2 or C3 a conversation must take place between the teacher and student within 24 hours to discuss the student's behaviour. This plays an integral part in teaching students how to behave not telling them. Where appropriate further consequences and support will be put in place. This will be down to the teacher's discretion.

On rare occasions once a C3 is issued if the student chooses to behave in an unacceptable manner the teacher will contact the HOD/YLC/SLT to remove the student from the lesson. This will be recorded by the classroom teacher as a C4, and the member of staff collecting the student will contact home. If a C4 is issued, a parent will be required to attend a meeting with HOD/ YLC or SLT. Teachers will offer support at each intervention stage by applying a range of behaviour management strategies to meet the needs of each student.

If a student receives two corrections in a day (C2, C3 or C4 in a day on Go4schools), they will be required to spend a minimum 20 minutes in reflection with a Year Learning Coordinator the following day during lunch. During this time, they will complete the DIS Think sheet which will allow students to reflect on their behaviour and choices they made.

If a student chooses to demonstrate poor behaviour over a number of lessons in a specific subject, teachers will follow a consistent intervention process with the involvement of key stakeholders. When a student chooses to demonstrate poor behaviour in a range of areas across the school a consistent and supportive approach will be applied from the Pastoral Team. Both approaches can be found in Appendix A.

Note: - For issues regarding equipment for lessons i.e. Books, PE kit etc. Students who do not bring an essential piece of equipment (eg, PE kit, textbook) will receive a C1. Therefore, when a student forgets their book or PE kit etc., on the next occasion they will be issued with a C2 and on the following occasion a C3.

Low level disruption

Low level disruption not only seriously affects the learning of the student disrupting the lesson/ learning environment but directly affects the learning of other students present and the teachers 'ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of Low-Level Disruption, however, this list is not exhaustive.

- A failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other students from learning.
- A refusal to engage in the learning process.
- Disrespectful responses to staff e.g. What? For? etc.
- General defiance.
- Talking when others are talking.
- Not completing home learning tasks.
- Covid Infraction

When students demonstrate low level disruption, they will be issued with a C1. If a student chooses to demonstrate poor behaviour they would be issued with a C2 and where necessary, a C3 and C4 on rare occasions.

Through our Positive Behaviour for Learning procedures DIS intends to address the issue of low-level disruption whilst at the same time dealing effectively with more serious examples of inappropriate behaviour.

Mid-High level disruption

For disruption that has a significant effect on a student's learning and/or safety a C3 may be issued without a C1 or C2 warning being given. This is discretionary and where this action is taken it is to prevent a students' removal from lesson or for an incident where it is deemed appropriate to escalate the consequence.

Examples of this:

- Threatening/ aggressive behaviour towards staff or students

- Confrontational
- Extreme rudeness
- Abusive language towards others
- Late to class
- Mobile phone/ device out

High level disruption/serious incident/non-compliance with School procedures

For incidents that the school perceives to be of a serious nature, students will be issued with either a C4 or in some cases an internal or external exclusion from school. This may include:

- Bullying
- Racism
- Fighting
- Vandalism/ Damaging school property
- Bringing inappropriate items onto the school premises
- Removal from lessons for continuous defiance and disruption
- Verbal Abuse

Sanctions

At DIS we understand the need for consistent and fair approaches to sanctions given to students by various staff members. We understand the concept that 'one fits all' is not appropriate in all circumstances; however, we feel the need to offer guidance and support to implement the correct consequence for inappropriate behaviour displayed.

We use various strategies to monitor and evaluate poor behaviour. This gives the school clear indication as to the inappropriate behaviours displayed by students and to inform parents and carers of the behaviours that their children are displaying.

The following sanctions that staff can use:

- Face to Face Parental Meeting (Teacher, Head of Department, Tutor, YLC and SLT)
- Subject Reflection
- Pastoral Reflection
- Reports Cards
- Written and verbal warnings to parents
- Community Service – For example litter picking
- Internal suspension
- External suspension
- Meeting with the Director and Secondary Principal
- Referral to KHDA
- On rare occasions non re-enrollment

Parental Meetings

The school may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a student's general behaviour or in relation to a specific incident. If the matter has resulted in the student receiving a C4 and the parents/carers do not attend the meeting for whatever reason, the student concerned will remain in the pastoral reflection room until that meeting has taken place and the issue has been resolved. In most cases students will attend the meeting with their parent/carer.

Where incidents involve members of staff it is not School procedure for the staff to be present at the meeting. The School does not allow parents/carers or third parties to record parent/carer meetings.

The School schedules meetings through an appointment-based system. Appointments should be made via the school's reception or directly with the member of staff holding the meeting. Parents/carers will not be permitted a meeting without a pre booked appointment.

Out of lessons/Movement around the School

We expect corridors and social spaces to be safe, orderly and purposeful environments in order for all members of the school to thrive. We have high expectations in these spaces and students are expected to support keeping them clean and move around them safely and calmly at all times. If a student falls below our expectations, then a consequence may be issued alerting Form Tutors and YLCs who will communicate any issues to parents/carers. If students are more than 5 minutes late to the lesson with no valid reason an immediate C3 will be issued.

Recreational time

Students should adhere to the following expectations during recreational time. This includes before and after school along with break and lunch:

- Showing good manners (e.g. smiling, opening doors, being courteous)
- Mobile tablets and laptops cannot not be used during break and lunch time. We encourage students to take a break from work and devices during these times. in order to support their well-being.
- No phones/ headsets allowed throughout the school day unless directed by a member of staff.
- Refrain from eating, drinking or chewing gum on the corridors. Students should only use designated areas. Always clean up after eating and drinking to ensure the school is a litter free site.
- Use toilets appropriately. Students should not be using toilets to meet up with their friends.
- Being sensitive to any examinations in session.

Mobile Phones, Headsets, devices etc.

During the pandemic students have become far too reliant on their mobile devices. For many, their phone will have been their only contact with the outside world.

Due to this, and other potential benefits, students will not be allowed their phones out in school at any time, including break and lunch time. If a student needs to carry a phone to and from school that is the family's decision but please be aware that any student who has their phone out during the day will have it confiscated for the remainder of the day. There will not be any reminders or warnings.

The expectation is that phones are not seen at any time in the school building. This also includes headphones/earbuds unless being used for educational purposes as directed by the class teacher. If students need to contact parents during the school day then they must do this through the school office. On a similar note, if the parent needs to contact their child, they are to phone the school office where the message will be passed on.

Smoking/Vaping/ e Cigarettes

Deira International is a No Smoking Site. Students found in possession of cigarettes, Vape, e-cigarettes and/or lighters will have the items confiscated and they will not be returned. A detention, and in some cases an exclusion may be issued where students are caught smoking.

Search Screening and Confiscating

On rare occasions staff may be required to search students or their possessions where they have grounds for suspecting that the student may have a prohibited item in their possession. The search will be conducted by members of either the Senior Leadership Team or the Pastoral Team. The school will ensure that all searches are conducted by two members of staff, one of which will be the same sex as the student. A clear explanation of why the search is being carried out will always be given and a communication to parents following the search will also be provided. All searches will be recorded on CPOMS, the senior safeguarding team will be made aware of the details of the search and the findings.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, electric cigarettes and vape
- Fireworks
- inappropriate images

Any student found in possession of a prohibited item may be issued with an external exclusion and may also face non re enrollment per KHDA approval. In extreme cases, a referral to the police will be made.

The Senior Leadership Team or the Pastoral Team can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

Uniform

Deira International School has a discrete uniform which is designed to enhance the School's positive image and enable students to have a sense of belonging. Only those items stipulated within the official School's Uniform policy are to be worn by our students and must be worn by all students at all times. This includes arriving and leaving the school each day in the correct full uniform. Students who contravene the Uniform Policy will receive a sanction in line with our behaviour policy.

Trainers are not permitted to be worn in School except in PE Practical sessions. All shoes must be black leather/faux leather. Footwear that is branded with a sports logo or name is also not permitted and where students arrive at the school in trainers or shoes that are not black leather/faux leather, parents will be contacted and an appropriate consequence will be put in place in line with our behaviour policy.

Furthermore students are not permitted to attend the school with any form of pattern shaved into their heads/eyebrows. Students with hair which obscures their view or is deemed a cause for concern in terms of Health and Safety within a practical setting must tie it up with a black hair bobble. Students wearing make-up or any foundation must be kept to a natural tone and brightly coloured lipsticks are not permitted. The length of a student's nails should also be kept to an acceptable minimum in respect of the Health and Safety requirements for practical activities such as Sports and Design Technology etc. Coloured nail polish/varnish are not permitted.

***Refer to our uniform policy for further details**

Internal and External Exclusions

The best place for our students, is in school learning. However, on rare occasions internal and external exclusions from school may be issued and will be determined by the Headteacher or Assistant Headteacher of Pastoral Care, in the first instance. The length of an exclusion will be determined by the nature of the incident, previous record of the student and their ability to cooperate with honesty and integrity.

Internal and external exclusions are used, for example, but not exclusively:

- Following a student repeatedly failing to follow the Behaviour for Learning expectations or rules.
- Using rude, offensive or threatening language or behaviour towards a member of staff. This includes the use of social media.
- Being involved in a fight with another student.
- Persistent bullying behaviour towards another/other students that continues despite the School's intervention. This includes the use of social media.
- Bringing an inappropriate item on to the school premises.
- For making a malicious accusation against a member of the School's staff.
- For consuming alcohol or using illegal drugs on or bringing alcohol or illegal drugs onto the school site. This includes e cigarettes and vape.
- For a serious bullying incident, to include cyberbullying, prejudice based bullying and discriminatory bullying.

Attendance

The proper place for students to be on a school day is at school. If students are not in school it must be for a justifiable reason, e.g. illness.

Keeping students in education is vital for their success at school and in later life. Research tells us that student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. The fewer days that students are at school, the less chance they have of achieving. Missing school isn't just about missing learning, it's also about all the other opportunities that are missed – everyday matters.

Totals for attendance and punctuality will be included on your Annual Report and will be recognised as part of the DIS Reward Scheme.

Punctuality

Students should always make sure they are at their period 1 lesson no later than 7.48am. If a student arrives late for school, they must make sure they enter through the Secondary reception to sign in. They will then complete a 10 minute reflection at break time. Failure, to attend the reflection, will result in an extended lunch reflection the following day.

Late marks count as present. If you do not report in, it will be assumed you are absent, and it will be marked as an unauthorised absence.

Through go4schools student's punctuality can effectively and efficiently be monitored. Achievement points can be given to students who arrive to lessons on time and if a student is late then the member of staff will place a comment on the register to indicate how late the student was and the reason given. This enables the teacher to effectively monitor student's punctuality in all lessons.

To class:

Teachers register students in the first 15 minutes of the lesson

Record students late using the 'L' code along with how many minutes they were late by. Student have 5 minutes to transition to each lesson. After this they will be recorded as late.

If a student is late with no valid reason an immediate C3 will be issued'

Persistent lateness to a specific subject should be challenged by the classroom teacher before referring to the HOD and YLC.

Late to School:

Attendance officer will record a C3 if no valid reason is given.

10-minute reflection will be issued. This will be completed on the same day at break time.

Failure to attend the 10 minute reflection will result in a 30 minute reflection the following day.

Tutor and YLC to monitor persistent lateness to school and intervene where necessary.

Absences:

If your child will be absent due for any reason, please email absences@disdubai.ae explaining your child's illness/reason for absence.

If a student is absent for more than one day, a medical certificate should be emailed to absences@disdubai.ae As part of our first response procedures, should you not have emailed us by the time we have taken registrations we will text/call you asking where your child is and why they are absent.

Planned Absences Other Than School Holidays:

Planned absence from the school is actively discouraged.

Any planned medical leave should be emailed to absences@disdubai.ae. Please email a scanned copy of the medical certificate provided by the doctor/clinic. This applies if the student will be absent for 3 days or more.

Appendix A

Teacher and Department intervention (termly)

Level	Trigger	Person Responsible	Intervention
1	3 incidents recorded	Subject Teacher	Subject teacher to write formally by e mail informing parents of key issues and support needed. Teacher must be available to speak/ meet with parents if requested. Teacher will explore a variety of strategies such as seating plan.
2	7 incidents recorded	Subject teacher/ HOD	Contact tutor/ YLC to see what intervention is currently in place and if there are any other concerns. Subject teacher to call home. HOD to observe student and check work is appropriate and student needs are bring met
3	12 Incidents	Subject teacher/ HOD	Contact tutor/ YLC to see what intervention is currently in place and if there are any other concerns. HOD/ subject teacher to meet parents. If a face to face meeting cannot take place a joint call with teacher and HOD will happen.
15	15 Incidents	Tutor/ YLC	Escalated to tutor and YLC. E mail send by HOD to tutor and YLC with class teacher copied in.

Pastoral Intervention (Yearly)

Level	Trigger	Person Responsible	Intervention
1	5 - 10 Incidents	Tutor	E mail home. Tutor will highlight key issues using data from go4schools.
2	15 Incidents	Tutor	Call to parents and tutor report. Round robin sent to all teachers to get further details on current issues. Possible actions – change of seating plan, SEND referral and well-being councilor.
3	20 Incidents	Tutor	Meeting with Parents to explain no improvement since last call. Student will attend parental meeting. Tutor will explore further support in the meeting.
4	25	Tutor/ YLC	Tutor to make referral. Face to face meeting held and pastoral support plan put in place. Student will go on YLC report. YLC to observe student in lessons of concern. Inclusion referral, if necessary.
5	35 incidents	YLC	Pastoral support plan reviewed. First written warning issued to parents (Standard letter used)
6	50 incidents	YLC/Assistant Head	Referral to Assistant Head. 1-day internal exclusion, face to face parental meeting and SLT report. Review pastoral support plan. Second written warning issued. Possible referral to KHDA
8	70 Incidents	Headteacher	Referral to Headteacher. 1-day external exclusion, face to face meeting and possible referral to KHDA.
9	80 Incidents	Director	Referral to the Director. Face to face meeting and recommendation to the board for non re enrolment at DIS the following year.