



PRIMARY
BEHAVIOUR + VALUES =

'The DIS Way'

August 2024

The DIS Way

At DIS we aim to create a positive learning culture where everyone in the school community feels safe, confident, valued and protected. 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 encourage students to show integrity and make the right choices through staff teaching, modelling exemplary behaviour and by rewarding and praising students when they get it right. Students learn how to be responsible for their own behaviour and make the right choices (Learner Attribute- Principled).

The high standards and expectations, of all members of the DIS community, are in alignment with the DIS School Values of Respect, Integrity, Collaboration and Excellence. At DIS, this is referred to as “**The DIS Way**”



Learner Attributes

The IB Learner Attributes outlines a set of attributes aimed to develop students holistically and underpins the reward system throughout DIS. The impact of the learner profile can be seen in many ways:

1. **Holistic Development:** The Learner Attributes fosters holistic development by focusing not only on academic achievement but also on personal growth, social skills and global awareness.
2. **Critical thinking:** Emphasising attributes like 'thinkers' and 'inquirers', the Learner Attributes encourages students to develop critical thinking skills, problem-solving abilities, and a curiosity-driven approach to learning.
3. **Character Building:** The Learner Profile encourages the development of character traits such as "Caring," "Principled," and "Reflective," which contribute to students becoming responsible, compassionate individuals who act with integrity
4. **Lifelong Learning:** By promoting attributes like "Knowledgeable" and "Balanced," the IB Learner Profile aims to cultivate a love for learning and a commitment to continuous self-improvement, fostering a mindset of lifelong learning.
5. **Preparation for the future:** The IB Learner Profile equips students with a range of skills and attributes that are highly valued in higher education and the workplace, preparing them for success in an increasingly interconnected and rapidly changing world.

The impact of the IB Learner Profile is multifaceted, shaping not only students' academic achievements but also their personal development, community perspective, and readiness for the challenges of the future.

Learner Attributes at DIS

The Learner Attributes at DIS are embedded throughout lessons and underpin the whole school reward system. Student understanding of the learner attributes is well-developed, and teachers make continual references to the learner attributes during and beyond lessons. At DIS, all Learner Attribute logos have been designed by students.

Learner Attributes and Mascots: FS & Year 1

Provision in FS and year 1 has been adapted to age appropriate attributes, fostering the introduction of Learner attributes, effective learning and student wellbeing.

Characteristics of Effective Learning		Name of Mascot used in FS & Year 1	Learner Attribute Link
Engagement Playing and Exploring	Finding out and exploring	Esha Explorer	Inquirer
	Playing with what they know	Familiar Freya	Knowledgeable
	Being willing to 'have a go'	Have a Go Hamdan	Risk Taker
Motivation Active Learning	Being involved and concentrating	Conny Concentrate	
	Keeping on trying	Trying Troy	
	Enjoying achieving what they set out to do	Archie Achiever	
Thinking Creating and Thinking Critically	Having their own ideas	Ida Ideas	Thinker
	Making links	Layla Links	
	Choosing ways to do things	Charlie Chooser	Open Minded

- **Caring** – covered during PSED and Wellbeing sessions and referred to throughout the day
- **Principled, Balanced, Reflective, Communicator** – will be covered in Years 2-6

FS and Year 1 Learner Attribute Mascots



Charlie Choose

Esha Explorer

Archie Achiever

Have a Go Hamdan

Ida Ideas

Trying Troy

Conny Concentrate

Familiar Freya

Layla Links

Learner Attributes and Logos: Years 2-6

Learner Attributes at DIS are used throughout the student experience at school. They are used during lessons, as part of displays, and through dialogue with students.



Principled



Caring



Thinker



Communicator



Balanced



Inquirer

Knowledgeable

Risk Taker

Reflective

Open minded

Student's Responsibilities:

- Treat all members of the community with respect
- Uphold the DIS Values in all interactions
- Model the Learner Attributes consistently
- Be polite to each other, staff, parents and visitors
- Show respect for school property, equipment and other students' possessions
- Show appreciation of and respect for other peoples' cultures, values, and backgrounds
- Use devices appropriately and safely, seeking permission from an adult, where appropriate
- Make new students feel welcome
- Be respectful, patient and courteous of all learners, regardless of ability, in the classroom

Teachers:

- Build positive relationships with all students
- Look for opportunities to praise students and celebrate successes
- Ensure that house points and I AM DIS awards are awarded to students
- Remain responsible for addressing behavioural concerns in accordance with the DIS policy
- Maintain open lines of communication with parents regarding any behavioural challenges
- Report any challenging behaviour and following discussions with parents on iSAMS
- Know the needs of the students and the level of support they are receiving (if relevant)
- Seek support for additional support required (via Inclusion/Counselling or any other type of support)
- Ensure students are using devices safely in accordance with the school device policy, with regular reminders of e-safety on an ongoing basis
- Respond to parent communication within 24 hours – including holding messages.
- To adapt wellbeing sessions to address whole class behavioural concerns

Heads of Department:

- Set the high standards expected within the year group/department and ensure all staff know what is expected of them
- Support teachers in the year group/department to ensure excellent levels of behaviour and record through QA where necessary
- Intervene and support teachers where necessary
- To oversee the addressing of ongoing year group concerns during assemblies & wellbeing sessions

Primary Wellbeing Counsellor:

- To support and advise CT/YGL/HOD when addressing behavioural concerns
- To support students displaying behavioural challenges as a result of a wellbeing concern

SLT:

- Regularly review the behaviour policy to ensure it is fit for purpose
- Reinforce expectations of behaviour across the school with teachers and students
- Support serious incidents by liaising with the CT/YGL/HOD.

Praise and Rewards

All staff should reward and praise students for their achievements both in the classroom and for their wider contributions both in and outside the DIS Community. Teachers should reference the IB Learner Attributes and DIS Values in their interactions with students and should be clearly embedded into lessons. Praise and Rewards should outweigh sanctions as all staff build a culture to celebrate the success of our students.

Rewards and Praise at DIS include:

- Frequent communication with parents about student effort and achievements
- Frequent positive comments and feedback to the student
- Awarding of Learner Attribute related house points
- IAMDIS certificates in weekly assemblies – related to Learner Attributes
- House Point Award certificates (bronze, silver, gold etc.)
- Student celebrations on displays/interactive screens around school

Awarding House Points

House points should be awarded when a child displays the Learner Attributes. There will be occasions where house point awards are separate from direct displays of a learner attribute. Examples include but are not limited to:

- 1 x Reading Journal correctly filled in all week
- 1 x AR quiz completed in a week
- 1 x spelling words practised consistently all week
- 1 x I AM DIS Award
- 1 x Reader of the week (from library sessions)
- 1 x outstanding effort in a lesson
- 1 x great teamwork
- 1 x completing a voluntary piece of work at home
- 1 x outstanding Arabic homework
- 1 x PE star of the lesson
- 1 x scientist of the lesson
- 1 x TTRS leader
- 1 x Islamic star of the lesson

Examples of awarding an IAMDIS Award:

- An exceptional academic effort
- Positive changes in learning behaviour
- Demonstration of personal growth
- Consistently showcasing learner attributes/DIS Values
- Consistent contributions to their CASport
- Positive contributions to the community (CAS)

Transitions around school

Transitions around school should continue to showcase the DIS Values and Learner Attributes. Every teacher is responsible for ensuring transitions between lessons run smoothly. All transitions must be supervised by an adult. During transitions, students must be supported and encouraged to:

- Walk on the left-hand side of the corridor
- Walk quietly and in an orderly manner
- Maintaining respect for other people and things

Use of Devices at DIS

The aim of device usage at DIS is to further enhance learning as a supplementary tool. Ongoing e-safety lessons have been built into the computing curriculum, further supplemented by ongoing discussions in the classroom regarding the safe and responsible use of devices. It is the teachers responsibility to ensure that all device usage is monitored in order to abide by the school's device policy and the laws of the UAE.

As per the device usage parent contract at DIS, all parents and students have signed and agreed to the following:

- *The school will not accept responsibility for students who lose their electronic device or have them damaged whilst on the school premises or on school sponsored trips.*
- *Electronic devices must not be used in toilet areas*
- *Devices will not be used for taking photographs of others in school and posting these on social media sites.*
- *Usage of VPN software is not allowed*
- *SIM cards and internet access via SIM cards are not allowed*
- *Will not be used in school to cyber-bully any other student*
- *Electronic devices can be used only during study time as a learning tool in lessons under the careful supervision of teachers*
- *Electronic devices cannot be unsupervised e.g. before and after school in the playgrounds*
- *Electronic devices must have the students full name and class on the outside cover protector and lock screen*
- *Parents and students should be aware that staff may ask a student to view the contents of their device if there is reasonable suspicion that the student has violated this policy agreement or has engaged in any other misconduct when using the device in school.*

Students must not use their devices during transitions around school, at drop off and dismissal times and during lunch times. Devices must be kept in school bags when not in use in the classroom.

Cyberbullying

Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. Students will be held accountable for cyberbullying, even if it occurs off-campus during the school year and negatively impacts the academic environment of DIS.

The school has zero tolerance for bullying, including cyberbullying, and will take appropriate action against any member of school community who engages in such behaviour in line with our Behaviour Policy.

Behaviour and Consequences

STAGE	TYPES OF BEHAVIOUR	INTERVENTION/CONSEQUENCES
1	<ul style="list-style-type: none"> • Noticeable changes in behaviour • Minor one-off disruptions 	<ul style="list-style-type: none"> • 1:1 check in with the child • Refer to Zones of Regulation with the child • Restorative conversations (See Appendix 1)
2	<ul style="list-style-type: none"> • Avoidance tactics • Not completing set tasks in class • Not following minor instructions • Interrupting when the teacher is talking • Minor challenges to authority • Low level disruptive behaviour in lessons • Inappropriate behaviour during transitions • Inappropriate behaviour in cafeteria/playground • Minor conflict between students – verbal/physical • Misuse of devices • Unkind comments towards others 	<ul style="list-style-type: none"> • Catch child's eye • Praise others around • Praise student and award house points for positive behaviours • Reminder of expectations given to child • Talk to child individually – restorative conversations • Move child away from distraction/temptation giving a reason • Refer to Kelso's Choices Wheel • References to Zones of Regulation • Remind students of school/class agreements and DIS Values
3	<p>(Any of the below repeated consistently over time)</p> <ul style="list-style-type: none"> • Avoidance tactics • Not completing set tasks in class • Not following instructions • Interrupting when the teacher is talking • Minor challenges to authority • Low level disruptive behaviour in lessons • Inappropriate behaviour during transitions • Inappropriate behaviour in cafeteria/playground • Misuse of school property • Minor conflict between students – verbal/physical • Misuse of devices • Unkind comments towards others 	<ul style="list-style-type: none"> • YGL/HOD to meet child together and set expectations. • Class/Specialist teacher to call home to parents- record details of the conversation on ISAMs • Explore the context behind this behaviour – through discussions with the child and with parents (if necessary) • Conversation with the YGL/HOD- providing opportunities for the child to reflect and discuss strategies on how to overcome the behaviour/challenges • Discussion with specialist teachers – is this behaviour present in their lessons? Sharing of strategies with specialists to ensure continuity between lessons • Create a log of behaviour concerns (time/frequency/nature of behaviour) – collaborative document with CT and specialist teachers
4	<p>Repeats of stage 2/3 despite CT and YGL intervention and communication with parents and any of the below behaviours</p> <ul style="list-style-type: none"> • Persistent disruptive behaviour in lessons 	<ul style="list-style-type: none"> • AHT to have a discussion with the student • YGL/CT to meet with parents to discuss concerns (logged on ISAMS) • Begin Steps to Success chart with child to monitor behaviour over all lessons over the week. Involve parents with the completion of the chart.

	<ul style="list-style-type: none"> • General refusal to comply with instructions • Offensive language (in any language) • Offensive comments towards others (including comments about family/background/race) • Challenges to authority • Continued conflict with other students – verbal/physical • Inappropriate use of devices/social media 	<ul style="list-style-type: none"> • Give expectation with timescale or complete task in break • Time out (maintain visual contact) Lose up to 5mins break – escalating to 10 mins max • Conversation may be had between inclusion, wellbeing counsellor and class/specialist teachers to discuss specific strategies for a child
5	<ul style="list-style-type: none"> • Direct use of swearing to an individual • Serious challenge to authority • Harming someone • Bullying – physical/emotional • Deliberately damaging school/pupil property • Repeated refusal to do tasks • Harmful, offensive name calling • Continuing to leave the class without permission • Fighting and intentional physical harm to others • Malicious allegations against staff 	<ul style="list-style-type: none"> • Parent meeting with CT and AHT • Involve parents in behaviour plan with Inclusion Dept/Wellbeing Counsellor • Playtime and/or lunchtime exclusion with AHT • Put behaviour plan in place with the support of the Inclusion Dept/Wellbeing Counsellor • CT/YGL/AHT to discuss whether the student requires counselling support • Missing of breaktimes/lunch times with AHT • Internal exclusion (learning completed outside class – at discretion of PSLT) • Full day internal exclusion (at discretion of Primary Head Teacher) • External exclusion (at discretion of Primary Head Teacher)

Appendices

Appendix 2 – Restorative Justice Conversations

Restorative justice conversations involve bringing together the individuals affected by a particular action or conflict, along with others involved, to engage in dialogue aimed at understanding the impact of the harm, addressing the needs of those involved, and finding ways to repair the harm caused.

These conversations typically focus on several key aspects:

- **Accountability:** Restorative justice conversations provide an opportunity for the person who caused harm to take responsibility for their actions and understand the consequences of their behaviour on others.
- **Empathy and Understanding:** Participants in the conversation are encouraged to listen to each other's perspectives, share their feelings and experiences, and develop empathy for one another.
- **Repair and Reconciliation:** The primary goal of restorative justice conversations is to repair the harm caused by the wrongdoing and restore relationships to the extent possible. This may involve apologies or other actions agreed upon by the participants.
- **Prevention:** By addressing the underlying causes of the harm and promoting understanding and communication among those involved, restorative justice conversations aim to prevent future conflicts and misconduct.

The process of these conversations is often guided by one or more facilitators who ensure that everyone has an opportunity to speak and that the conversation remains constructive and focused on the goals of repairing the conflict.

Questions which may be asked during a Restorative Justice conversation:

1. What happened?
2. What were you thinking/feeling at the time?
3. What part did you play in this situation?
4. What have you thought about since?
5. Who has been affected by what you have done/said? In what way?
6. What do you think you need to do to make things right?
7. How can this situation be handled differently in the future?

Appendix 3 – Mediation and Conflict Resolution

Mediations between two individuals is a form of restorative practice to repair harm caused by a conflict. This can take place between students, adults, or a combination of students and adults in a small, private setting.

Before the mediation: inform both participants that there will be a mediation between both individuals involved. This will be in order to move past the conflict and take steps to repair the relationship. Emphasise that there is no intention to place blame on anyone involved. Pre warning students will ensure that they feel comfortable to actively participate in the mediation.

Step 1: Explain the process

Knowing the 'why' in this process is critical to the success of the session. Explain the reason behind the mediation. When explaining the process, it is important that each participant understands that this process is not about being right or proving a point. The process is about developing empathy, allowing each person to be heard and allow them an opportunity to express their feelings. This process will allow them to feel validated and ultimately reach a resolution to the conflict/issue. This process is not about power.

Important: Explain to the participants that you are there to **facilitate** the conversation not to take sides/place blame. Participants in a mediation should not feel that this is a form of discipline.

Step 2: Build empathy

Activating empathy in participants is critical in getting each person away from proving their point or explaining why they did what they did. Below are sentence stems and examples of building empathy.

Things I say when I am trying to build empathy:

Does anyone know what empathy is? If not, explain that empathy is when you are able to put yourself in someone else's shoes. You can do this by tapping into your own experiences and emotions.

Follow these steps to connect and build empathy:

1. Ask participant 1: "Have you ever felt frustration?"
2. Reaffirm your own experiences by saying, "I too have felt frustration."
3. Ask participant 2 if they have felt frustration.
4. Continue this process but change the emotion or feeling and reaffirm each person's feeling—mad, sad, happy, joy, anger, embarrassed, etc.

Even though I may have not had your exact experience, I can put myself in your shoes because I have had those feelings. I do that by imagining myself to be you and experience that feeling. Then you do the same but for my feelings. Today, participant 1, you are going to have empathy or put yourself into participant 2's shoes, and participant 2, you are going to have empathy or place yourself in participant 1's shoes. This is about seeing things through the other participant's eyes, not yours.

Step 3: Grounding exercise

After the “why” has been explained and empathy has been built, I use a grounding exercise to build commonality. Below is the exercise I use.

1. Ask a participant, “What do you want school to look, feel, and sound like?” 1. If they say, “I don’t know,” ask them if they want school to be safe.
2. Ask the second participant, “Do you want school to be safe?” (or what the first participant said they would like for school)
3. Continue this process, alternating between the participants. (HINT: After doing this numerous times, I have found that everyone wants school to be safe, fun, and engaging, and to feel respected, feel heard, and be successful.)
4. Once the topic has been saturated, point out that if participant 1 wants school to be safe, fun, engaging, feel respected, be heard, and successful, and participant 2 wants the same, then why do we have so many conflicts at school? If we all want the same thing, then what is the problem? 1. People may not know the answer. If no one answers, say we all want the same things, but we all want to do it our own way. This is common for humans and ultimately the root of conflict. I want to do it my way, you want to do it your way, and you want to do it your way.

Step 4: Start the conversation

Start this step by saying okay, participant (whichever one you decide, there is guidance to picking the starting person at the bottom of this section), you are going to explain your feelings using “I” statements to the best of your ability. Other participant, you will be practicing your empathy skills while they explain their feelings. I will help paraphrase and help you make “I” statements. We use “I” statements because this practice is not about placing blame, but expressing our feelings and being heard.

Once the participant has finished, ask the other participant, “Was it your intention to make (participant) feel (name emotion)? If it was not your intention but you still did this, we need to make it right by apologizing.

Who speaks first? Start with the student who has felt wronged, in the case of two students. If both students feel wronged, ask them who would like to go first.
In a case involving a student and adult, start with the student. You start with the student in this case because the other adult can model empathy and the apology.

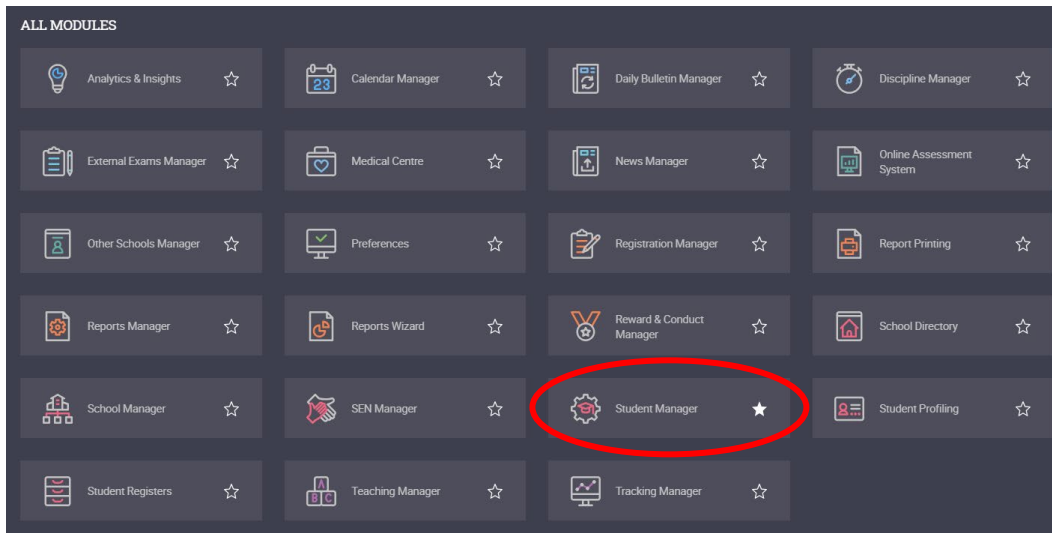
Step 5: Paraphrasing and guided apology

Step 6: The other participant gets a turn to share

Step 7: conclude the conversation & let the students know when/how you will follow up

Appendix 4 – Adding iSams notes for a student

1. Log into iSams and click on 'Student Manager'



2. Type in the student's name into the search bar and click 'search'

The screenshot shows the 'Pupil Search' form in iSams. The form is divided into several sections: 'General Details', 'Contact Information', 'Miscellaneous Search Options', 'Specific Pupil Details', 'School Information', and 'Further School Information'. The 'General Details' section has three input fields for 'Forename', 'Surname', and 'Preferred Forename', which are circled in red. The 'Search' button at the bottom right of the form is also circled in red.

3. Verify the child's name and class and then click on their name

The screenshot shows the 'Student Manager' interface in iSams. The search results are displayed in a table. The first result is circled in red. The table has columns for 'Pupils Name', 'Form', 'Year (NC)', 'Tutor', 'DOB (Age)', 'Y/E', and 'Selected Pupils'. The data for the first row is as follows:

Pupils Name	Form	Year (NC)	Tutor	DOB (Age)	Y/E	Selected Pupils
GRAY, Jamie Thea		4A	VR04 (6)	17-Sep-2014 (9.7)	21	

4. Click on 'notes'

The screenshot shows the 'Student Manager' interface. At the top, there is a navigation bar with 'Current Pupils' selected. Below it, there are search filters for 'Surname', 'Year Group', 'Reports', and 'Templates'. A secondary navigation bar includes 'Back to Search Results', 'Pupil Report', 'Export Pupil Record', and 'Pupil Timetable'. The main content area displays the student's name 'GRAY, Jamie Thea () in 4A [PS Tahr - Green]' and a modification timestamp. Below this, a horizontal menu contains various tabs: 'General', 'Contacts', 'Family', 'School', 'Enrolment', 'Enq & Visits', 'Asst & Fees', 'Census', and 'Notes (4)'. The 'Notes (4)' tab is circled in red.

5. In the drop-down menu for 'note type' click on 'unwanted behaviour'

This screenshot shows the 'Add Pupil Note' form. It includes a navigation bar at the top with 'Back to Search Results', 'Pupil Report', 'Export Pupil Record', and 'Pupil Timetable'. The student's name 'GRAY, Jamie Thea () in 4A [PS Tahr - Green]' is displayed. Below the name is a horizontal menu with tabs: 'General', 'Contacts', 'Family', 'School', 'Enrolment', 'Enq & Visits', 'Asst & Fees', 'Census', and 'Notes (4)'. The 'Add Pupil Note' section contains a 'Note Type' dropdown menu with a plus sign, a 'Description' text area, and a 'Note Date' field set to '22 April 2024'. At the bottom of the form are two buttons: 'Update Data' and 'Reload Record'.

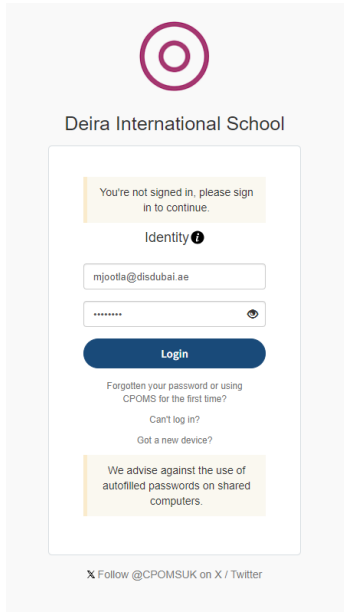
6. Add in the stage of behaviour and more details about the behaviour shown. Include how this has been addressed and any steps moving forward. Click on 'update data' once you have added in your note.

This screenshot shows the 'Add Pupil Note' form with the 'Note Type' dropdown menu set to 'Unwanted Behaviour'. The 'Description' text area contains the text: 'Stage 3 - distracted others during tasks despite 3 warnings and conversation. Phone call home to mum to inform her of this. Mum will have a conversation with her at home and I will continue to monitor in class.' The 'Note Date' field is set to '22 April 2024'. The 'Update Data' button is circled in red.

Appendix 5 – Logging CPOMS concerns/incidents

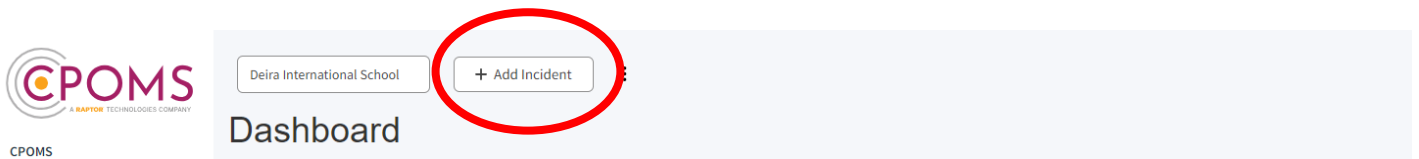
1. Log in to CPOMS

If you have forgotten your password or are experiencing any technical issues with CPOMS, please contact Emma Hannon via Teams.



The screenshot shows the CPOMS login interface for Deira International School. At the top is the CPOMS logo, a purple circle with a white 'C' inside. Below it, the text 'Deira International School' is displayed. A central white box contains the login form. At the top of this box is a message: 'You're not signed in, please sign in to continue.' Below this is the 'Identity' section, which includes an email input field containing 'mjoolia@disdubai.ae' and a password input field with masked characters and an eye icon. A blue 'Login' button is positioned below the password field. Underneath the button are three links: 'Forgotten your password or using CPOMS for the first time?', 'Can't log in?', and 'Got a new device?'. At the bottom of the white box is a warning: 'We advise against the use of autofilled passwords on shared computers.' Below the white box, there is a footer that says 'Follow @CPOMSUK on X / Twitter'.

2. Click on 'add incident'



Step 1: Type in the student's full name. Once you have verified the correct name, click on it.

Student Back

Incident

Begin typing a student's name

Step 2: Write down the incident/concern in this box.

Categories

Attendance Behaviour Monitoring Bullying Cause for Concern Communication Log Contact with External Agency Home/Parenting Concern Inappropriate Age-related Behaviour Medical Concerns Parental Contact

Past/Historical Disclosures Racist Incident Safeguarding SEMH Verbal & Aggressive Incidents Wellbeing Counsellor Referral Wellbeing Counsellor Student Self-Referral

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.



Step 4: include the name/names of other students involved in the concern/incident. Leave this blank if not applicable.

Step 3: Check one or more boxes this incident/concern relates to.

Date/Time

23/04/2024 11:10

Status

Active

Assign to

Begin typing a staff member's name

Files

click to browse or drag a file to upload

Step 5: upload any related files. Leave this blank if not applicable.

Alert Staff Members

Safeguarding Team

Type a staff member's name

be able to view this incident.

Step 6: Alert the safeguarding team. You must not skip this step to ensure that your log sends a notification to the team.

Agency Involved

Add to planner

Submit Incident

Step 7: Click on Submit incident.