



# Positive Behavior Policy

*Reviewed in May 2023*

## **JSSPS Vision Statement on Wellbeing**

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is “**everyone’s business**” across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

### **JSSPS Vision Statement on Inclusion**

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a ***true belief in and understanding of the value of diversity and inclusion***. Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.
- Increasing effectiveness and accountability of efforts by developing measureable goals.

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# POSITIVE BEHAVIOR POLICY

## 1. Introduction:

Providing a safe, secure and supportive environment where there is responsible social behaviour is a key priority of the school and discipline is a necessity for the proper functioning of a school. Good schools start with Good Behaviour and discipline is essential for effective student learning and achievement. In order to enable effective learning and teaching to take place the highest standards of behaviour in all aspects of school life are expected. The term discipline refers in fact to training given to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement. In other words, discipline is the product of learning and it has to be taught. The ultimate aim is to inculcate self-discipline that reflects positive attitudes and intrinsic values internalised through the process of a holistic education.

It is generally acknowledged that the school is the mirror of the wider society and that student indiscipline is revelatory of deeper social ills. The education system therefore has to provide the right response to address this societal problem and measures have to be taken to deal with a wide variety of contributory factors ranging from parental responsibility, school leadership and management to teacher personality and style, pedagogical efficiency, teacher-pupil relationship and school culture.

Our goal is for community members to take ownership of their actions and understand the link between their behavior and its effects on others. Behavior expectations are created in line with our core values. We strive to foster intrinsic motivation in our students and positive members of the larger community. We uphold the JSSPS Graduate Learner profile characteristics and use these in our code of conduct and character development. We believe that a positive academic environment is necessary, and the responsibility for establishing this climate is shared by all students, faculty members and parents.

## 2. RATIONALE:

JSSPS sets high standards of behavior. Clearly communicated expectations, guidelines and consistent methods of managing behavior form the basis of our philosophy for promoting successful behavior. We believe that:

- All staff and students have the right to work in a safe, orderly and supportive environment, which is free from distraction and where they feel respected and valued.
- It is the role of the staff to encourage individuals to become more responsible for their actions, attitudes and values and accept the consequences of their actions.
- The majority of motivation for students to effectively manage their own behavior should be intrinsic.
- All members of the JSSPS community should always be respectful and polite.

### 3. EXPECTATIONS:

- Staff are responsible for the welfare, discipline and appearance of the students within their teaching area and around the school
- Staff should not allow the behavior of an individual to have a detrimental effect on the groups' learning
- Staff are professional at all times and never use unnecessary force, language or behavior
- Staff should model and promote the behavior expectations at the beginning of and throughout the school year. These will form the basis of the expectations of the child's behavior.
- Students should demonstrate:

*Empathy*

*Honesty*

*Kindness*

*Tolerance*

*Effort*

*Accountability*

*Responsibility*

*Respectfulness*

### 4. KEY ELEMENTS OF POSITIVE BEHAVIOUR POLICY:

- The School's Vision and Mission statements
- Rights, roles and responsibilities of each component of the school community for maintaining high behaviour standards
- Rules, procedures and protocols setting boundaries and expectations
- Rewards and incentive schemes
- Breaches, consequences and sanctions
- Mechanisms for control, monitoring, follow-up and support
- Restorative justice practices and programmes for behaviour problem resolution

## 5. ROLES AND RESPONSIBILITIES

### 5.1 School Management:

Heads of schools have prime and direct responsibility for discipline within the institution. They are required to

- Stimulate a school-wide approach in preventing and/or tackling indiscipline;
- Lead by example, be regular in attendance and punctual and be role models for the students;
- Develop strategies in terms of the organization, systems and school curriculum towards supporting the development of students' social and emotional skills;
- Work in partnership with parents to develop and support the social and emotional skills that pupils need within their school community and within the wider community outside school;
- Promote a positive school culture and well-ordered environment;
- Put in place effective monitoring and control mechanisms for the orderly running of their institutions;

- Act promptly against all forms of student indiscipline by way of both preventive actions and restorative justice practices where students assume responsibility for their actions;
- Work in partnership with parents and ensure that they are involved in discussions before any situation is allowed to deteriorate;
- Develop the sense of belonging to the school among their students and staff;
- Provide all necessary support to teachers in their endeavors to sustain high standards of behavior;
- Identify performance gaps of staff and create conditions for improvement;
- Arrange for in-house sharing of experiences and good practices; and
- Organize and facilitate training of staff to enhance their capacity to manage challenging behavior.

## 5.2 Staff:

While Educators are expected to demonstrate high professional standards in the management of their individual classes, they and other staff are also expected to:

- Lead by example, be regular in attendance and punctual and be role models for the students;
- Ensure constant supervision of students and ascertain that they understand the meaning of acceptable behavior;
- Collaborate in maintaining discipline during morning assembly and other events and activities;
- Strive for high standards of courtesy and behavior in every aspect of relationships within the school;
- Intervene promptly and firmly when encountering unacceptable behavior and be consistent in their responses to same;
- Support the implementation of the school behavior programmes in a spirit of corporate responsibility;
- Draw the attention of the respective authorities on any student whose behavior is worthy of notice (praiseworthy or negative);
- Be supportive of students and colleagues and demonstrate good team spirit;
- Treat all students fairly and equally seeking to raise their self-esteem and develop their full potential;
- Take every opportunity to promote and reward good behavior, achievement and effort; and
- Be the positive representatives of their institution through their professionalism at all times.

## 5.3 Students:

Every student is responsible for his own behaviour and to act in a manner that demonstrates self-discipline and a sense of responsibility. They are expected to

- Abide by the School Behavior Policy rules;
- Have a positive approach to their school life;
- Show courtesy and respect at all times towards others;
- Be regular in attendance and punctual;

- Co-operate with their peers and staff;
- Recognize that no poor standards of behavior will be accepted;
- Develop a sense of community and of caring for each other and for the environment;
- Accept responsibility for a well-ordered community at school and take a positive role in the running of the school; and
- Demonstrate a positive image of their school through their exemplary behavior at and outside school.

#### **5.4 Parents:**

It is recognized that parental involvement and responsibility are essential and parents are accountable for their children and their behavior. They have the essential role to strive for their children demonstrating good and acceptable behavior at all times, recognizing that this has a profound effect upon their attitudes at school. They are expected to:

- Abide by and endorse the Rules and Regulations and any other policies of the school;
- Encourage an attitude of respect for the environment, and for one another among their children;
- Fully collaborate with the school in the elaboration and implementation of behavior resolution measures for their wards;
- Share discussions with teachers and the Head of Phase concerning their child's education, welfare and behavior and any concerns, difficulties or anxieties;
- Encourage their child to project a positive image of the school at all times; and
- Ensure the regular attendance (minimum 90% attendance rate) and punctuality of their child.

#### **6. PROCEDURE:**

The school has in place specific systems and procedures for and managing behavior expectations. Each school section has a dedicated pastoral care team that works with the students, faculty members, and parents to understand and manage behavior expectations. These teams, systems and procedures are tailored to each section of the school for maximum efficacy and to match best practices for separate age groups. Each phase applies a leveled approach to behavior management that begins with the classroom teacher and could ultimately be escalated to the Principal, who may refer to KHDA for ratification. JSSPS recognizes that the school has a responsibility to provide for the safety and wellbeing of students while they are in school or are involved in a school activity.

#### **7. SCHOOL POLICY ON PHYSICAL AND PSYCHOLOGICAL PUNISHMENT:**

- We at JSSPS reject the one-size-fits-all prearranged set of sanctions and instead promote discipline policies that provide individualized assessments and interventions that are appropriate to ensure a safe learning environment.
- If students engage in criminal behavior on school grounds, we have graduated responses in place, reserving law enforcement for only the most serious offenses.
- There are clear guidelines for school personnel and on-campus law enforcement officials regarding the role of each in responding to youth behaviors and exactly which infractions may lead to court referrals. Referrals to court is reserved for only the most serious infractions.

- To eliminate or curtail the use of mechanical restraints, chemical restraints, corporal punishment, and isolation, law enforcement and school officials are trained on the traumatic effects of these practices, as well as child and adolescent development, appropriate methods for de-escalation, and safe and effective responses to youth behaviors.
- There is a focus on prevention and effective intervention as responses to disciplinary issues. Positive Behavioral Interventions and Supports, peer juries, restorative justice processes, diversion, mentoring, mental health counseling, and restitution are used effectively in improving school safety and promoting positive youth development.

## 8. CONSEQUENCES:

When a student does not meet agreed behavior expectations, there are systematic consequences, informed by contextual elements such as, but not limited to, the severity and frequency of the behavior. The purpose of such consequences is to affect a positive change in a student's behavior. To this end, it is invaluable to first allow students to assume responsibility for their actions. For this reason, the lowest levels of incidents will be recorded at the school, but may not be reported to parents.

Behavior that is repeated and/or deemed to reflect a more serious breach of the code of conduct is escalated and more serious consequences follow. These consequences, and the individuals responsible for issuing them, are tiered. Below is a sequential list of potential consequences:

- Reflective exercises
- Extra academic work
- Removal of privileges (break time, recess, use of certain facilities)
- Lunch detention
- After-school detention\*
- Verbal Reprimand\*\*
- Written Reprimand\*\*
- Internal suspension\*\*
- External suspension\*\*\*
- Ultimatum\*\*\*
- Expulsion\*\*\*

\*Parents will be contacted; subject to approval by Deputy Head (Pastoral) of Section.

\*\*Parents will be contacted; subject to approval by Phase Supervisor.

\*\*\*Parents will be contacted; subject to approval by Principal.

This list is not meant to be exhaustive but is demonstrative of potential consequences. JSSPS holds the right to assign any of these consequences at any point should a student's behavior be found to warrant immediate escalation. All behavior consequences are considered carefully and decisions made after deliberation.



## **9. ICT USAGE GUIDELINES:**

### **8.1 *Students -***

- Are responsible for using the school ICT systems in accordance with the rules of the school's E-Safety guidelines contained in ICT Policy.
- Should have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- Will be expected to know and understand school policies on the use of mobile phones, digital cameras and hand held devices. They should also know and understand school policies on the taking / use of images and on cyber-bullying.
- Should understand the importance of adopting good E-Safety practice when using digital technologies out of school and realize that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school.

### **8.2 *Managed E-Mail***

- Students may only use approved e-mail accounts on the school system.
- Students must immediately tell a teacher if they receive offensive e-mail.
- Students must not reveal details of themselves or others in email communication, such as address or telephone number, or arrange to meet anyone.
- Access in school to external personal e-mail accounts may be blocked.
- E-mail sent to an external organization should be written carefully and authorized before sending, in the same way as a letter written on school headed paper.
- The forwarding of chain letters is expressly forbidden.

### **8.3 *Using Chat applications***

- Students will not be allowed access to public or unregulated chat rooms.
- Students may only use regulated educational chat environments which are provided. This use will be supervised by teachers and the importance of chat room safety is emphasized.
- A risk assessment will be carried out before students are allowed to use any new communication technology in school.

### **8.4 *Authorising and managing Internet access***

- The school will keep a record of any students whose parents have specifically requested that internet or e-mail access be denied.
- Students will be provided with supervised Internet access.

## 8.5 Orienting Students for Responsible ICT Usage:

- Rules for Internet access will be posted in all rooms where computers are used.
- Students will be informed that Internet use will be monitored.
- Instruction in responsible and safe use will precede Internet access.
- Students will be reminded of the rules and risks at the beginning of any lesson using the Internet
- A course on responsible Internet use will be included covering both school and home use.

## 8.6 PRIVACY AND E-SAFETY

- Students are expected to act safely by not publishing personal information online.
- Students may share their interests, ideas, and preferences. Students must not give out their family name, password, username, email address, home address, school name, city, country or other information that could help someone contact or locate the student in person.
- It is not acceptable to engage in any behavior that is upsetting or threatening to another user. Any form of online bullying will be dealt with in line with the schools anti bullying policy.
- Users should not forward private data without permission from the author.
- Users should realize that the school has a right to access personal areas on the network.
- Privacy will be respected unless there is reason to believe that the Acceptable Use Policy or school guidelines are not being followed.
- Personal laptops and desktops are not allowed to be connected to the school network.

## 10. SOCIAL MEDIA USAGE EXPECTATIONS/GUIDELINES:

With specific regard to the use of and participation in social media outlets and/or forums:

- Parents and students in all grade levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel);
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community;
- The use of Instant Messaging (IM) and Social Networking sites within school is not permitted unless directed to do so by a teacher.
- Students are not allowed to use IM facilities during lessons, unless the teacher for that lesson has permitted its use.
- If a user receives a message which is offensive or upsetting, an appropriate staff member should be contacted. Copy and save the message until the matter has been investigated.
- Never accept files or downloads from people you do not know, or that looks suspicious.
- Do not use a screen-name that is offensive, or gives away additional personal information.
- Do not add unnecessary personal information to your profile or account details.
- In order to stay safe when using public IM or social networking systems (such as MSN, Facebook, Twitter etc.) outside school you should additionally:-
- Only communicate with people on your Contact List.
- Do not accept requests to join your contact list from people you do not already know.
- Do not add or allow your profile, screen-name or contact information to be shown in online public directories.

## **11 PHASE I AND II BEHAVIOUR PROCEDURE**

### **10.1 Introduction:**

In the Primary Years, pastoral care and emotional well-being is at the heart of everything we do, supporting our core value of togetherness. Our goal is for students to take ownership of their actions and begin to understand the link between their behavior and its effects on others. Student behavior expectations are co-constructed with students and teachers and are in line with our core values. We believe co-constructing these agreements results in students who are intrinsically self-motivated to be positive members of our community. Agreements can be constructed at individual, grade and whole school level.

### **10.2 Consequences:**

At JSSPS, consequences are defined as results or effects that can be positive or negative. These are implemented and reinforced through the JSSPS Graduate profile attributes, our Moral Education curriculum and our House Point system; and are co-constructed and directly related to essential agreements.

### **10.3 Positive Consequences:**

Positive behavior is rewarded with a positive consequence in order to promote a happy and healthy learning environment for our students. Examples of rewards include:

- Verbal praise and positive feedback
- Celebrating excellence through class, grade or whole-school assemblies
- Teacher email, discussion or phone call with parent
- Meaningful additional recreational time
- House points
- All rewards are aligned with health and safety procedures.

### **10.4 Negative Consequences**

When a student's behavior falls below the expectations communicated through behavior agreements, a negative consequence is applied. While maintaining respect for the student, this approach will ensure that the safe learning environment is preserved and that positive choices and consequences are highlighted. Repeated behaviors will be logged on our online behavior management system. Our goal is for students to think, act, choose and reflect while accepting responsibility for their actions and beginning to understand the link between their behavior and its consequences. The following approach is taken by teachers:

Level	Step	Action	Example	Responsible
1	1	Teacher highlights agreement not being met	“Which agreement are you not demonstrating?”	Teacher
	2	Student is given a choice (Students who make a good choice at this point should be acknowledged verbally)	“What should you do next?” “Good choice/ Thank you”	Teacher
	3	Teacher explains consequence and student is given time and space to calm down, reflect and make a choice	“You can choose to resume your inquiry or...”	Teacher
	4	Teacher follows through with consequence and incident is logged on	Reflection, journaling, partial loss of play time <i>(Age specific: 7-year-old loses 7 minutes play etc.)</i>	Teacher
	5	Teacher resets and repeats steps 1-4 After the third cycle the student is referred to the Grade Coordinator who logs the incident, administers consequences and informs parents	“Now that you have completed your consequence you can continue learning. Remember our Essential Agreements”	Teacher
2	6	Grade coordinator reflects with student Behavior is logged on, Parents informed via email, phone call or meeting Individual Essential Agreements may be co-constructed Students and parents informed that a repeat will result in meeting with the Pastoral Care Team	“You will be reflecting with me today because you were unable to follow your class Essential Agreements. I will be informing your parents”	Grade Coordinator
3	7	Repeated behavior is addressed by Pastoral Care Team	Parent meeting Individual behavior plan	Pastoral Care Team
4		Phase Supervisor Intervention	Failure to respond to previous plans/ severely disruptive behavior	Phase Supervisor
5		Principal/ Vice Principal Intervention	Failure to respond to previous plans/ extremely disruptive behavior	Principal/ Vice Principal

If students demonstrate lack of control, they may be safely removed from the class activity or isolated by removing classmates. Pastoral Care Team should be informed. Further actions may include but are not limited to suspension and/or written notice announcing refusal to re-enroll the student in the school.

## **10.5 SUPPORT MEASURES:**

### **10.5.1 Restorative Practices:**

At JSSPS we foster and enable students to engage in restorative practices. These promote inclusiveness, relationship- building and problem-solving, through methods such as reflection, student led consequence creation and focus on actiontaking that supports all parties with an emphasis on resolution and personal growth. Instead of punishment, consequences are used to encourage students to reflect on and take responsibility for their actions and come up with plans to repair harm.

### **10.5.2 House Point System:**

The student population is distributed into four houses. Each house has student representatives from Grade 1 to Grade 5 as well as teachers. Children of a family are assigned to the same house to develop identity and support togetherness. The house point system allows for accumulation of points every month until the end of the academic year. The house teams work together to earn points as individuals, small groups and as a whole house under three categories- Academic, Sports and Extra Curricular. The winning house with the most accumulated points is rewarded under each category. All staff members of the school community are responsible for awarding house points. The points are collected per child by the class teacher using reward charts in the classroom. The points for each house are added up and displayed publicly in the school. The winning house wins the reward for the respective period.

## **10.6 MAJOR DISCIPLINARY MEASURES:**

### **10.6.1 Suspension and Expulsion:**

If a serious problem occurs where any student's safety is threatened or there are concerns which remain unresolved after several strategies have been tried, a student may be placed on suspension for a designated period of time. Suspension will first be in-school or at home. In order for a student to be readmitted to class, a conference between the Head of Primary/Pastoral Care Team and the parents will be required. During a home suspension, a student is not permitted to be on campus or to participate in any school related activity. Repeated suspensions may result in expulsion of the aggressor from the school. The matter will be referred to KHDA for ratification.

## **12 MIDDLE AND SECONDARY PHASE BEHAVIOUR PROCEDURE**

### **11.1 Introduction:**

JSSPS nurtures and supports the right behavior for quality learning. Excellent behavior is recognized as follows:

- An Excellence Note is awarded by teachers for an individual instance of excellence which is not recognized through a formal grade. The number of notes counts towards the annual Excellence Trophy.
- A Commendation is presented by the Phase Supervisor for exceptional academic commitment over a range of subjects and an extended period of time. These are recognized at the end of each semester.
- In the interest of maintaining a clean, distraction-free learning environment, students are not permitted to eat or drink in the classroom with the exception of approved celebrations and water. Chewing gum is not allowed on campus.

### **11.2 Disciplinary Measures:**

If behavior is such that learning is disrupted, the following support measures can be applied:

- At least one clear, verbal warning is issued to students. Teachers may also record a behavior note
- An infringement is issued for repeated disruptions to the learning process or any behavior that falls short of reasonable expectations as determined by teachers. A piece of work to be completed overnight will accompany an infringement and is to be handed in the next day by 10:05 to the relevant teacher.

A lunchtime detention is awarded:

- When a student fails to submit the infringement assignment; or
- When a student continues to disrupt an activity after having been awarded an infringement.
- When behavior falls far short of reasonable expectations

Lunchtime detentions take place Sunday through Thursday from 12:20 until 12:45. Detention work will be generated and assigned per department. Students are not permitted to choose what they work on and laptops are prohibited.

A Thursday detention is awarded

- When a student fails to arrive on time to a lunchtime detention
- If a student is awarded more than three lunchtime detentions in a semester
- When the Head of Pastoral Care identifies that there has been a more severe disruption than that which would normally merit a lunchtime detention.

Thursday detentions take place each Thursday from 1:45 to 2:45 and are authorized by the Phase Supervisor. Parents are informed at least 24 hours in advance. A Thursday detention replaces any scheduled After-School Activity (either internal or external) and the school bears no liability for lost fees in this regard. Moreover, parents are responsible for organizing pick-up from school and communicating this to the Secondary Phase administration team. A failure to attend a Thursday detention results in immediate suspension.

### 11.3 SUPPORT MEASURES FOR SPECIFIC SCENARIOS:

#### 11.3.1 Monitoring:

If there is evidence of a sustained behavioral problem, a monitoring period will be implemented in which a student's behavior is regularly reviewed by his or her homeroom teacher, in the first instance. If necessary, this monitoring will escalate to the grade coordinator, then to the Head of Pastoral Care and thereafter to the Phase Supervisor.

Monitoring is designed to serve as a support mechanism for students who have come to require a formal system by which they can reflect upon their behavior with the ultimate goal of personal development. Students under monitoring will discuss and agree upon goals to work toward and will receive regular feedback on their progress. While monitoring is part of the behavior plan, it is important to note that it is a support mechanism and not a punitive measure.

### 11.4 MAJOR DISCIPLINARY MEASURES:

Serious or sustained breaches of the spirit of the school's philosophy will result in the following outcomes:

**Verbal Reprimands** are logged in, valid for a period of up to 8 school weeks, parents are contacted and may be accompanied by additional consequences such as after-school detention.

**Written Reprimands** are logged in, valid for a period of up to 8 school weeks, parents are contacted, and a letter is sent home and may be accompanied by additional consequences such as internal or external suspension.

**Suspension (internal)** - student attends school but does not go to their regular classes. Student stays in the office and completes work independently.

**Suspension (external)** - student does not attend school for a set period of time. It is the responsibility of the student to actively seek the support and guidance of their teachers concerning work missed and how it should be turned in.

**Ultimatum**- In cases where it is determined that a student has repeatedly and/or severely breached the behavior expectations of the school, an ultimatum is issued. Ultimatums have validity periods of up to the remainder of a student's time at JSSPS and state that another serious breach of the behavior expectations will result in the student being refused re-enrollment or expelled.

It is expected that students, parents and teachers work together to sustain our positive learning environment.

### 13.BEHAVIOUR DESCRIPTORS

Level	Behaviors
<b>0</b>	<b>Positive Intervention and Verbal Reminder</b>
	<ul style="list-style-type: none"> <li>• When a student has momentarily gone off-task or is about to turn around inappropriately to talk to adults</li> <li>• Minor distraction or minor off-task behavior that requires immediate correction.</li> </ul>
<b>1</b>	<b>Low level Misdemeanors</b>
	<ul style="list-style-type: none"> <li>• Uniform infringement               <ul style="list-style-type: none"> <li>○ Shirt unbuttoned, hair not tied back, short skirt, wearing inappropriate footwear, inappropriate jewelry, make-up</li> </ul> </li> <li>• Low level incident in class               <ul style="list-style-type: none"> <li>○ Shouting out, chewing gum, poor language, poor entry to lesson, not listening to instructions when required</li> <li>○ Lateness to lesson</li> </ul> </li> <li>• Low level incident at break or lunch</li> <li>• Homework issue               <ul style="list-style-type: none"> <li>○ Not handed in or late</li> <li>○ Poor standard and/or lack of required efforts</li> </ul> </li> <li>• Equipment               <ul style="list-style-type: none"> <li>○ No books, device not brought or charged, appropriate equipment or planner</li> </ul> </li> <li>• Mobile phone visible</li> <li>• Failing to meet academic expectations</li> <li>• Equipment issue</li> <li>• Bus misbehavior               <ul style="list-style-type: none"> <li>○ Not wearing seatbelts</li> <li>○ Out of seat</li> </ul> </li> <li>• Library book not returned on time</li> <li>• Other low level misdemeanor</li> </ul>
<b>2</b>	<b>Mid-level misdemeanors</b>



	<ul style="list-style-type: none"> <li>• Repeated level 1 misdemeanors</li> <li>• Rudeness to a member of staff</li> <li>• Homework not handed in after second opportunity missed</li> <li>• Failed to attend detention</li> <li>• Low level bullying</li> <li>• Mobile device misuse</li> <li>• Late twice or more in one week</li> <li>• Academic dishonesty</li> <li>• Other mid-level misdemeanor</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>High Level Misdemeanors</b></p> <ul style="list-style-type: none"> <li>• Repeated Level 2 Misdemeanors</li> <li>• Externally assessed missed deadline</li> <li>• Truanting from a lesson</li> <li>• High level bullying</li> <li>• Vandalism</li> <li>• Harassment <ul style="list-style-type: none"> <li>○ Swearing at a teacher</li> </ul> </li> <li>• Academic dishonesty</li> <li>• Other high level misdemeanor</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>High Level Misdemeanors</b></p> <ul style="list-style-type: none"> <li>• Repeated Level 3 misdemeanors</li> <li>• Possession of sexually explicit material</li> <li>• Racist behavior</li> <li>• Anti-social behavior <ul style="list-style-type: none"> <li>○ Serious and/or sustained bullying</li> <li>○ Drinking, possessing or in school having obviously consumed alcohol</li> <li>○ Filming a teacher/ a lesson without permission</li> <li>○ Possession of sexually explicit material</li> <li>○ Smoking or possession of smoking materials on school premises</li> <li>○ Theft of School or other students' property</li> </ul> </li> <li>• Violent behavior <ul style="list-style-type: none"> <li>○ Aggressive behavior</li> <li>○ Racist behavior</li> <li>○ Fighting with other students which results in injury</li> <li>○ Possession of weapons</li> </ul> </li> <li>• Buses <ul style="list-style-type: none"> <li>○ Poor behavior reported by bus monitor (3rd time)</li> <li style="padding-left: 20px;">Damage to bus (2nd time)</li> </ul> </li> </ul>

5	<b>Serious Misdemeanors</b>
	<ul style="list-style-type: none"> <li>• Behavior <ul style="list-style-type: none"> <li>◦ Continued defiance of schoolexpectations</li> </ul> </li> <li>• Repeated Level 4 misdemeanor</li> </ul>
6	<b>Serious Misdemeanors</b>
	<ul style="list-style-type: none"> <li>• Complete failure to abide by the school's expectations</li> <li>• Possession or distribution of controlled substances;</li> <li>• Bringing the school name and reputation into disrepute;</li> <li>• Assaulting a teacher;</li> <li>• Seriously assaulting a student</li> </ul>

## 14.SUMMARY OF DISCIPLINARY BEHAVIOUR PROCEDURES

	<b>Level 0</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
	Low level misdemeanors	Low level misdemeanors	Mid – level misdemeanors Repeated L 1	High level misdemeanors Repeated L 2	High level misdemeanors Repeated Level 3	Serious Misdemeanors Repeated Level 4	Serious Misdemeanors Repeated Level 5
<b>Action to be taken</b>	Reminder to be on task	Teacher detention: 10 minutes  Reflective conversation  Confiscation of item until end of the day.	detention:lunch 30 minutes  Reflective essay Confiscation of item – 3 days Parents informed by email and phone call where deemed necessary	detention: afterschool 1 hour  Parents informed by meeting and email and letter  Responsible Behavior Plan Sheet  Pastoral Care Head Report for 1 Week	Internal Suspension  Parents informed by meeting and email and letter  Behavior Contract  Supervisor Report for two weeks	External Suspension  Parents informed by meeting and email and letter  SLT report for two weeks	Permanent exclusion  Parents informed by meeting and email and letter

	<b>Level 0</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4 Defiance</b>	<b>Level 5 Potential Exclusion</b>	<b>Level 6 Exclusion</b>
<b>Responsibility</b>	Teacher	Teacher	Grade Coordinator	Phase Supervisor	Vice Principal	Principal	CEO
<b>Further Action</b>	None	None	None	Phone call home 24 hours for detention informing parents of detention  log by Grade Coordinator	Phone call home 24 hours (min) prior to internal suspension  Log by Supervisor	Phone call and formal letter home to inform parent and to arrange meeting with parents and student.	Formal exclusion documented and taken to governors if required.

## 15. SUMMARY

### 14.1 SCOPE OF THE POLICY:

This policy covers behavior during the school timings as well as during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums. This policy should be read in conjunction with the following supporting policies and documents:

- ❖ KHDA Parent School Contract
- ❖ Child Protection Policy
- ❖ Counselling Policy
- ❖ Anti-Bullying Policy
- ❖ Health and Safety Policy
- ❖ Inclusion Policy
- ❖ Whole School Curriculum Policy
- ❖ ICT Policy

In JSS Private School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of Discipline and Positive Behaviour.

Reviewed and Approved by

Govind Rao Naik  
Chief Executive Officer  
Date:

Mrs. Chitra Sharma  
Principal

### 14.2 REVIEW OF POLICY

The Positive Behavior Policy policy will be reviewed by SLT on an annual basis.

Policy Details	
Version date	May 2023
Last review	May. 2022
Next review	May 2024
Responsible SLT	Vice Principal



# 16.ANNEXURE A

## JSS Private School, Dubai

### DISCIPLINARY REFERRAL FORM

Teacher's Name: \_\_\_\_\_

Student's Name and Grade \_\_\_\_\_ / \_\_\_\_\_

Date Incident Occurred: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_\_

**Reason for Referral:** Describe student's behavior in this particular incident. (Leave out personal opinions and state facts ONLY.)

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**Teacher's /Counsellor's /Supervisor's Recommendation** (Tick all that apply)

- Warning                                      Work Detail                                      Mentoring Program Session(s)
- Peer Mediation                                      Parent Meeting                                      Parent Support
- Saturday Detention                                      Lunch Detention                                      After School Detention
- In-School Suspension                                      Out-of-school Suspension                                      Responsible Behavior Plan
- Meeting with School Counsellor

Teacher's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Counsellor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**ANNEXURE B**

**SUSPENSION/DETENTION NOTICE**

\_\_\_\_\_  
[Student's Name] [Date]

You are being served a:

- Lunch Detention
- Campus Clean-up detail
- Warning
- After-school Detention
- 1-day Out-of-school suspension
- In-school Suspension
- Saturday Detention
- Other \_\_\_\_\_

for (violation):

- Failure to serve detention
- Gross Disrespect/Inappropriate Comments
- Insubordination
- Skipping
- Classroom Disruption
- Cell Phone possession
- Uniform Infraction
- Profanity
- Other: \_\_\_\_\_

***Out-of-school suspension to be served*** (date) \_\_\_\_\_ OR

***Detention/In-school Suspension/Clean-up Detail*** - Report to (room/office)

\_\_\_\_\_ on (date) \_\_\_\_\_ @ (time) \_\_\_\_\_ where you will remain until (time) \_\_\_\_\_.

\_\_\_\_\_  
Supervisor/Teacher Date

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Parent Signature/Date \_\_\_\_\_

## ANNEXURE C

### UNIFORM INFRACTION SUSPENSION NOTICE

Date: \_\_\_\_\_

Dear Parent:

It is with deep regret that I must inform you that \_\_\_\_\_  
will be issued a one-day out-of-school (OSS) suspension to be served [date]  
\_\_\_\_\_ for:

Dress code violation. [NOTE: Student has received warning regarding this violation prior to this infraction.]

Please have a discussion with your child about dressing appropriately for school. If you have any questions I may be contacted at + **971 4 344 6419**.

Yours sincerely,

(Name.....)  
Supervisor  
Grade (..... )  
JSS PS Dubai

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## ANNEXURE D

### PEER MEDIATION REQUEST FORM

Through constructive brainstorm and conflict resolution, students will be guided in how to go about being THE solution to some of their own concerns.

**Date:** \_\_\_\_\_

**Name of students in conflict:**

\_\_\_\_\_ Grade: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_

**Where conflict occurred (check one):**

- Classroom
- Auditorium
- Football Field/Canteen
- Over the internet (i.e., Facebook, MySpace, etc.)
- School Sponsored Activity
- Other (specify) \_\_\_\_\_

**Nature of the problem (Check whatever applies):**

- Rumors
- Bullying
- Threats
- Classroom Problem
- Personal Property Issue
- Relationship Problems

**Briefly explain the concern:**

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**Mediation requested by (check one):**

- Student
- Teacher
- School Counsellor
- Supervisor
- Other (specify) \_\_\_\_\_

**Signature of person requesting mediation:**

\_\_\_\_\_

## ANNEXURE E

### POOR ATTENDANCE/TARDINESS NOTIFICATION

Date: \_\_\_\_\_

Dear Parent/Guardian:

This letter is to serve as notice that \_\_\_\_\_ has accumulated \_\_\_\_\_ tardies to their \_\_\_\_\_ class, and is missing valuable instructional time which jeopardizes them falling further behind in their work. It is our intention to address this issue with you before it becomes more of a problem. Three (3) tardies DO result in being a Level I Offense and a disciplinary action will be taken at the teacher's discretion. The above student will serve [consequence]\_\_\_\_\_ on [date]\_\_\_\_\_.

As parents and guardians, you are responsible for ensuring that your child is here and on time, and failure to do so has an adverse effect on the academic performance of your child. **There are also repercussions which will affect you as well.**

If you have any questions I may be contacted at + **971 4 344 6419**

Yours sincerely

(Name.....)

Supervisor

Grade (..... )

JSS PS Dubai

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## ANNEXURE F

# JSS Private School, Dubai

## Positive Behaviour Policy

### RESPONSIBLE BEHAVIOR PLAN SHEET

You are being required to submit a plan to \_\_\_\_\_ before readmitted back into this respected teacher's classroom. This Plan must be approved by \_\_\_\_\_ with reasonable consideration and you are expected to obey the conditions of what you place in writing. If the terms of what you place in writing are disobeyed, you will face disciplinary action.

**Why do you think it is important for you to receive a good education?**

**Based on the reason your teacher was disappointed with your behavior, what do you think you could have done differently to prevent the situation from happening?**

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**What will you do differently from this time forward in class/school to NOT be disruptive?**

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

## ANNEXURE G



# JSS Private School, Dubai Positive Behaviour Policy

## STUDENT BEHAVIOR CONTRACT

Date \_\_\_\_\_

- ❖ I, \_\_\_\_\_, fully understand I must adhere to all school policies and procedures. This also includes all classroom policies and procedures. My JSS PS Almanac and Positive Behaviour Policy outlines all of the rules to which I must abide. Because I have accumulated an excessive amount of out-of-school suspensions and/or shown a pattern of disruptive behavior this academic year, I understand that as per the JSS PS Code of Conduct, I am being placed on probationary status.
  - ❖ I, \_\_\_\_\_ have demonstrated a pattern of showing disregard for the school Code of Conduct that all students are expected to follow. This is a problem because I cannot go through life behaving in such a way and demonstrating disregard for rules and expectations as a student. I am going to improve my effort towards adhering to the Code of Conduct.
  - ❖ If I have any further behavior referrals for not following the Student Code of Conduct that results in an out of school suspension, I understand that as per the JSS PS Discipline Policy, I will be automatically referred to the CEO for an expulsion hearing which may ultimately result in my expulsion from JSS PS.
  - ❖ I understand that there are many resources and staff members available to help me improve my behavior and that I am encouraged to talk to when I am having a difficult time following the rules or managing my anger. These individuals include but are not limited to the Principal, Vice Principal, Supervisors, School Counselor or Teachers. I do hereby submit to the terms of this contract. My signature below indicates my willingness to overcome my problem, adhere to all school/classroom rules and procedures, and become a better student as a result.
- 

Student's Signature :

Parent/ Guardian's Signature(s) :

Head of Pastoral Care Signature :

Supervisor's Signature :

Vice Principal's Signature :

Principal's Signature :