



مدرسة غرس العالمية
Ghars International School

BEHAVIOUR POLICY

Ghars International School

Written by: Management team
Adapted by: the School Owner

Aims of the policy

1. To develop in pupils, and all adults, within our school a sense of self-discipline and an acceptance of responsibility for their actions.
2. To create a safe, happy, calm and effective learning environment where there is mutual respect between all members of the school community.

The School Approach

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We have high expectations of all children and adults. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Life Values

At Ghars International School we believe our behavioural approach is one that is designed to be transferred to everyday life, providing children with the social and emotional skills they need to succeed in wider community.

We have established a set of 8 Life Values, following a consultation with the whole school community. Our 8 values are: Honesty, Respect, Kindness, Friendship, Forgiveness, Responsibility, Determination and Equality. These values will be established through: assemblies, circle-times in class, newsletters, post-cards home, class displays, posters, poster competitions, Life Values Days, etc.

Role of class teacher

The class teachers at Ghars School have high behavioural expectations of the children, and they strive to ensure that all children work to the best of their ability. It is the responsibility of the class teacher to ensure that the class and school rules are enforced and that their class behaves in a responsible manner during lesson time, creating a calm, safe and positive learning environment.

The class teachers treat all children fairly, with respect and understanding.

A positive approach is employed towards behaviour management based on Life Values and high expectations. Where appropriate, the class teacher will apply the necessary rewards and sanctions (explained later in the policy); all with the aim of encouraging children to reflect upon their successes and also the poor choices they have made and celebrate or correct them.

Using Class-Dojo, End of term reports and other means, the class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Role of The Principal

It is the responsibility of the School Principal, under the School Standards and the understanding of the Omani values, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the School Principal to ensure the health, safety and welfare of all children in the school.

The principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The School Principal keeps records of all reported serious incidents of misbehaviour.

The School Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the School Principal may permanently exclude a child.

Both these actions are only taken after the school Owners and the school owners' committee have been notified.

Role of parents/ carers

Parents are the prime role-models of behaviour for children. At Ghars International School. We recognise this and therefore value parental involvement, co-operation and support. It is important that parents work in partnership with us, reinforcing positive values.

Parents have all accepted their responsibilities by signing their copy of the school's Home and School Agreement when accepting a place for their child at Ghars International School

School building environment

We recognise that an attractive environment can make our school a welcoming place. Everyone at Ghars International School appreciates the importance of the children playing an active role in the creation of and care for their environment. We expect children to take a positive role by keeping their classroom clean and tidy, by taking care of all the displays around the school and by not creating litter in the playground.

Playground

Ghars International School aims to offer children a playground environment which will encourage them to play safely and happily. There are playground markings which the children can use to play games. We have also developed padded areas for quiet play. We have a variety of different play equipment to encourage cooperative play. There are however certain restrictions on the playing of football or other ball games during the day. We have a range of strategies to make playtimes a pleasant experience.

Atmosphere

We aim to create a pleasant, relaxed atmosphere where adults provide positive role-models by their attitude and actions. The children need to be aware of the noise level and their movement around the school to ensure that their actions do not disturb the working of others. Children are encouraged to take responsibility for their learning and actions and to work as a team to create a positive learning environment.

Rewards

At Ghars International School the emphasis will always be on the positive approach of encouragement and praise. All class teachers are encouraged to use a variety of rewards as a method of developing a positive attitude in the children towards their behaviour.

All class teachers will use systems to encourage positive working attitudes, which will culminate in an individual or whole-class reward. All teachers use our classroom Class-Dojo to encourage individual behaviour and all keep their own records of these rewards and review them regularly to ensure a fair balance. Teachers may use a range of other strategies to encourage positive behaviour. Such strategies may include table points, stickers, certificates etc.

Staff can send children to the principal or another teacher to acknowledge good behaviour or exceptional work.

Sunday assemblies will be used to promote and publicly acknowledge children's achievements. They will often be led by a class or a small group of children. Parents are encouraged to attend these assemblies to share children's achievements.

Sanctions

Ghars International School, we promote positive behaviour but we realise that sometimes children will, for a variety of reasons, behave inappropriately towards adults or other children. In all disciplinary actions it is essential to understand fully that it is the behaviour which is not acceptable and not the pupil as a person.

Minor inappropriate behaviour

The following sanctions are administered for minor inappropriate behaviour, for example:

- Deliberate calling out or interrupting
- Leaving seat with no purpose
- Behaving in a disorderly manner when lining up, walking around or entering the building.
- Deliberately spoiling the classroom environment

1. Think about your behaviour

Children's name will be taken out class-dojos. This acts as a reminder for children to consider their behaviour and how to be moved back up to the higher class-dojos.

2. **Time out**

Each class has a designated 'time out' table for children who have not managed to respond to the initial 'think about your behaviour' reminder. Children are given 5 minutes to complete a time out form and consider how to make positive choices. After the 5 minutes they resume their learning, encouraged by the teacher to make a fresh start.

Time out times are not to be seen as overly punitive – rather children should understand that there are times when we all need time to reflect on our behaviour and improve it.

3. **Lose 5 minutes break/ lunchtime**

Once this 5 minutes has been served, children are moved back up to 'think about you behaviour' where they are encouraged to make a conscious effort to be moved back up and gain class-dojo points.

4. **Class Teacher Report** (1 week)

to be monitored by Class Teacher, and checked by Counsellor at the end of the week.

5. **Class Teacher Report** (week 2)

If a child has not made sufficient behaviour progress by the end of their week on class teacher report, they will remain on report for another week which will be monitored by Class Teacher, the school counsellor as well as the School Principal.

All children have the opportunity to earn back their place and be eligible to gain class-dojo points, by making a clear and conscious effort to improve their behaviour.

Should a child lose 5 minutes of their break/ lunchtime three times in one week, they will be put on a class report.

Major inappropriate behaviour.

Examples of Major inappropriate behaviour is:

- fighting
- racist comments or swearing

- deliberately damaging school property
- answering adults back
- deliberately not following an adult's instruction.

Should a child commit Major inappropriate behaviour, they are required to fill in a time out form during their break or lunchtime. This form is filed and kept as a behaviour record and the School Principal is notified. Phone calls are made or letters are sent home to inform parents/carers. If the behaviour is repeated, a behaviour modification plan is agreed between the child, parents and class teacher.

Violence, bullying, racist/sexist language, vandalism and theft

If a child commits any of these offences the matter will be thoroughly investigated by the teacher and principal.

If the offence is proven, the child may be suspended following the school policy procedures. When the child returns to school their behaviour will be closely monitored by the class teacher and principal. If such conduct is repeated, parents will be asked to visit the school to discuss whether or not Ghars International School can continue to accommodate their child.

Serious inappropriate behaviour during lunchtimes could result in the principal giving consent for the pupil to remain in class for lunch. This may be the case when Health and Safety rules have been breached or where the inappropriate behaviour persists.

The following issues will always be referred to the principal.

- ◆ Repeated bullying
- ◆ Repeated abusive language (including racist or sexist language) directed at any person (child or adult) with the calculated intention of either harassing or hurting them. Any incident of racist language must be reported to the principal.
- ◆ Vandalism.
- ◆ Theft
- ◆ Any form of intentional physical abuse of another person, child or adult, staff member or visitor to the school.
- ◆ Any matter related to Health and Safety issues.

Brilliant Book

Ghars International School we recognise the vast range of difficulties facing our children.

Therefore, maintaining a high standard of behaviour can be very challenging for a variety of reasons. Brilliant Books aim to raise children's self-esteem, challenge their self-perception and motivate good behaviour. The book is used to communicate positive behaviour only between home and school, where each day teachers will make note of all good behaviour from the child during the school day. The book then goes home for parents/carers to acknowledge the efforts their child has made and note down any positive choices made at home for the teacher to read the next day. Poor choices are not to be mentioned in the Brilliant Book.

In the Playground – Teachers/TAs:

When dealing with playtime incidents it is very important that staff have heard all sides of any dispute before taking action. The teacher or the TA on duty will deal with any disputes and difficulties. If necessary, the teacher/TA will inform the class teacher at the end of playtime. Any serious incidents will be dealt with by the principal.

In the Playground – Lunchtimes:

When dealing with lunchtime incidents it is very important that staff have heard all sides of any dispute before taking action. The staff in duty will deal with any disputes and difficulties, this can include 'time-out' where children are asked to reflect on their behaviour. If necessary, the staff in duty will inform the class teacher at the end of lunchtime. A rota of Senior Leadership on duty at lunchtime is available for STAFF IN DUTY to refer to if further support is needed. Staff in duty will complete incident forms for any misdemeanours at lunchtime. These forms must be given to the school office who will ensure that the class teacher receives the form and files it in their behaviour folder. Children whose behaviour falls within the Major Inappropriate Behaviour section must be sent to the principal. So that appropriate action can be taken.

Out of school:

When arranging trips away from school, consideration must be made for those children whose behaviour may cause concern.

In general terms, children who repeatedly and deliberately misbehave in school could be a risk when on class trips. In such cases advice should be sought from the principal and appropriate action taken to limit the risk factor. Such actions could include:

- ✓ Increased number of adults accompanying the trip.
- ✓ Designating a teacher having responsibility for the child presenting the risk.
- ✓ Inviting the child's parent to accompany the class.

Should these actions not be available, then consideration must be given to the child being excluded from the trip. This decision can only be made by the principal.

If there is a problem during the trip a responsible adult must contact the school to advise the principal of the problem and seek further advice from them.

Pupil Support

In some cases, it will be appropriate to identify pupils with behavioural difficulties as requiring additional Special Needs support through School Action or School Action Plus as appropriate. In such cases individual behaviour plans will be created between child, parent and class teacher, where adult intervention, appropriate sanctions, rewards are identified.

Complaints

Any parent, who has a complaint which relates to issues contained within this policy, should discuss it firstly with the class teacher, then with the School Principal. Any matters which remain unresolved should then be put in writing, addressed to the school Owners and be given to the school Office Manager who will ensure that the letter is sent without delay to the appropriate person.