



Behaviour Policy

Company: Star International School 24b Street Mirdif Dubai	Effective Date : 07.08.2017 Revision Due Date : 10.08.2020 First Edition Date : 07.08.2016 Second Edition Date: 07.08.19 Edition No: 2
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INTRODUCTION

At Star, we have a House Family system which runs throughout the entire school. These four Houses include:

- Oryx (Omar the Oryx)
- Falcons (Faizal the Falcon)
- Geckos (Gwyneth the Gecko)
- Wildcats (Winston the Wildcat)

Each House has a mascot or representative animal that is associated with it. These are indicated in the brackets above. Within school, we expect everyone to follow a range of Star Values, which we believe will help to shape our children into model citizens.

These Star Values are:

- Honest
- Inclusive
- Resilient
- Independent
- Respectful
- Caring
- Positive
- Responsible

We teach the children at Star about these values through the whole curriculum and everyday interactions with each other as well as re-enforcing these values through the House system. We ensure that children are introduced to the Star Values in a child friendly manner. Although children will be placed in a single House, they will be expected to show all Star Values. There are regular forums for discussing good behavior and for modelling and teaching strategies to improve behaviour for the children. Our Star Values are displayed in every classroom.

As a result of the above these values become the 'life blood' of school and permeate into classrooms, corridors and playgrounds.

REWARDS and PRAISE

At Star our Behaviour Policy focuses on positivity. Rewards are issued to individuals or groups of children for demonstrating exemplary work and good behavior, which reflects our core values. Teachers are encouraged to send children who have worked hard to achieve a particular target to a member of the Senior Leadership Team or Principal for praise and recognition.

HOUSE POINTS

House points are a whole school reward system to encourage children to work together to achieve success. House points can be allocated to individuals or groups of children who have re-enforced the Star Values particularly well. Potential reasons for giving out House Points could include:

- Exceptional work in which a child has exceeded their target or expectations
- Being extremely kind and caring to one another
- Showing exceptional sporting behavior during House events
- Sporting achievement during House Events
- Being a brilliant role model to other children
- Being inclusive to school mates
- Showing exceptional behavior during a school trip
- Being recognized for brilliant behavior on the bus
- Being particularly respectful to all adults and children
- Showing resilience when times are hard
- Showing honesty
- Being an excellent critical thinker
- Showing initiative and thinking outside the box

House points should be given out for exceptional circumstances only and can only be rewarded by members of staff. As a school, we strive to ensure a consistent approach in giving out House Points. As such, teachers should refrain from giving out House Points for behaviour that is expected every day. A child can be rewarded with a House Point, but not necessarily move up the Positivity Board (see below). This will be up to teacher discretion to decide. Totals of house points will be displayed within the classroom and celebrated throughout the week.

ASSEMBLIES

Assemblies are held each week to award the House Point Cup for the House which has accumulated the most house points during the previous week.

The total number of house points accumulated across the entire school will be totaled and then shared with all children as part of celebration assembly. Certificates may also be given out to children who have shown particular Star Values and this will also form part of celebration assemblies. At the end of the year, the House which has accumulated the greatest number of points will be treated to a reward option. An Individual House Point cup is also awarded at the end of each term and at the end of the year.

STAR OF THE WEEK

Once a week, a child from each class will be awarded 'The Star of the Week' certificate. This will be awarded for following the school's Star Values.

POSITIVITY BOARDS

In each EYFS and primary classroom a positivity board is displayed. This board indicates what level of behaviour the class are currently at and the meaning of each level is indicated below:

Foundation Stage

In Foundation Stage this consists of three sections. Green, Amber and Red. Children use this as behaviour traffic light system.

- Green indicates good behaviour.
- Amber indicates low level inappropriate behaviour.
- Red indicates that inappropriate behaviour is being repeated.

ALL children start on GREEN at the beginning of every day.

Key Stage 1 and 2

In KS 1 and 2 the positivity board has two extra areas, which indicates positive behaviour which children have been rewarded for.

- Blue section – reaching for the star.
- YELLOW / GOLD section – Legend status. Child has reached the stars! If a child reaches this section they are rewarded with 1 House Point.

CONSEQUENCES

Foundation Stage Consequences:

Stage 1: Child given a verbal warning

Stage 2: Move photograph from Green to Amber

Stage 3: Move photograph from Amber to Red

Stage 4: Head of Foundation is informed and discussion with the child

Stage 5: Parents asked to come into school to meet with the Head of Foundation. Principal informed.

It should be noted that when supporting children with behavior in Foundation Stage, staff must be aware of the child's stage of development and their understanding of their actions.

Primary Consequences:

Stage 1: Child is given a verbal warning.

Stage 2: Child is moved to Amber.

If during the lesson, the child's behaviour improves, the child may return to Green.

Stage 3: Child moved to Red

If during the lesson, the child's behaviour improves, the child may return to Amber.

However if the behavior does not improve and the child remains on red, the child will have a consequence which will be in the form of losing a break/ lunch time.

Stage 4: If a child continues to misbehave their parents are informed of their behaviour and support strategies set up.

Stage 5: If inappropriate behaviour continues, the Principal will speak to parents and the necessary action taken.

Please note that in some cases, a child may move immediately to the Red zone.

These include:

High Level

- Swearing
- Violent and aggressive behaviour
- Bullying
- Damage to school property
- Stealing
- Racism
- Blatant refusal

Low Level

Children should be aware that low level misbehaviour will not be tolerated. Low Level misbehaviour includes:

- Calling out
- Throwing things at each other
- Talking over the teacher
- Name calling
- Disturbing others
- Not tidying up

Playtime Behaviour:

In the playground or whilst off site, a similar behaviour system applies.

Stage 1: The child is given a verbal warning

Stage 2: The child spends time out with the teacher on duty or with the party leader in the case of being on a school trip

Stage 3: If the behaviour is repeated the child spends the rest of break with the teacher on duty. The Head of Year is informed.

Stage 4: Continued inappropriate behaviour results in time out spent with a member of the Senior Leadership Team who will talk through their behavior; why they have done it; who is affected by it; how they would feel if someone treated them as they have treated others.

Reflection Time

If a student is put on “red” during a lesson the class teacher is to send the student to the Year Group Leader. This is an opportunity for the child to actually talk and reflect on their behaviour

All students acquiring a red status must be registered on the tracking form found on the G Suite. The following is recorded; name, date and reason for being put on “red”. It is the responsibility of the Year Leader to ensure that the incident is recorded in the log.

SLT will monitor the number of times (and reasons why) children are being sent to the Year Leader. If a student has been sent to the Year Leader 3 times, the phase leader will pick this up and intervene. They will contact home to make parents aware. If the student gets sent to the Year Leader again then SLT will invite parents in for a meeting to discuss the student’s behavior and put in place behaviour strategies as appropriate.

If a student is put on “red” during the first two lessons, and they cannot improve their behavior to move back to amber, then they will be taken to the Year Leader at break (full 20 minutes, snack to be taken with them). If a student is put on “red” during the middle two lessons then they will be taken to the Year Leader at lunch, students must be sent with their lunch. They will spend half of their lunch time talking and discussing the incident. If a student is put on red during the last 2 lessons of the day then it is the teacher’s responsibility to ensure the child attends a meeting with the Year Leader the following morning at break time. Every morning all students start the day on “green”.

FIXED TERM EXCLUSION

Exclusion is only used for very serious incidents when other methods of support have not been effective. Only the Principal has the authority to exclude a child from school. If the Principal excludes a child, he / she will inform the parents immediately, the child will be collected and the situation talked through with the parents. It is unlikely that permanent exclusion will happen in the Primary phase of school however in this circumstance, then school would be required to approach the KHDA for approval.

Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. Some children may have an Individual Behaviour Plan and a separate system for rewards and consequences. This is agreed by the

Head of Inclusion, parents, adults working with the child and the child themselves. For further details, please refer to The Inclusion Policy.

CORRIDORS

Approved and Authorised By: SLT	
Designation: SLT	
Signature:	Date: 07.08.19

The Behaviour Policy needs to be implemented everywhere in school by everyone. In corridors, children are to walk on the left hand side, moving through school in a quiet, sensible manner.

Prepared/Revised By: Mrs Gill Roberts	
Designation: Principal	
Signature:	Date: 07.08.19