



GLENDALÉ  
INTERNATIONAL  
SCHOOL

## Behaviour for Learning Policy Primary School

### Version History

Ver. No.	Authors	Date	Reviewer	Next Review Date
1.0	Jasmit Kang, Principal	September 2023	Amol Vaidya	August 2024



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**Behaviour Management  
Programme Code of Conduct**

**Glendale International School Principles**

This policy applies to all students at Glendale International School, including those in the Early Years Foundation Stage, Primary School, and next year, Secondary School.

The Principal believes that in order to safeguard our students and enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. In line with UAE Federal Law and our school ethos, any form of physical punishment is strictly prohibited. Glendale International School also prohibits any form of punishment that humiliates students, including sarcasm and other forms of verbal abuse. We seek to create a caring and learning environment in the school by;

- Promoting good behaviour and discipline, rather than simply punishing bad behaviour
- Promoting self-esteem, self-discipline, appropriate regard for authority and appropriate relationships based on mutual respect
- Ensuring fairness of treatment for all, encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention: providing a safe environment free from disruption and distractions
- All staff are responsible for ensuring that the expectation of good behaviour is consistently and fairly applied. Mutual support amongst all staff in the implementation of this expectation is essential
- Staff have a key role in advising the Principal, Head of Primary/Secondary/Head of Year/Team Leader/Head of Department/Deputy Heads of School on the behaviour of students. They also have a responsibility to create a high-quality learning environment, teaching good behaviour and implementing procedures consistently

**Expectations of Glendale International School Stakeholders: -**

At Glendale International School, we believe that a harmonious school is established through the behaviour of all Stakeholders.

**1. Students**

- Are expected to work to their full potential at all times
- To be respectful to all members of the Glendale International School community
- Follow school expectations regarding behaviour in school and within the community





## 2. Teachers

- Plan and deliver stimulating and challenging lessons
- Apply rewards and sanctions fairly and consistently
- Role model appropriate exemplary, professional behaviour

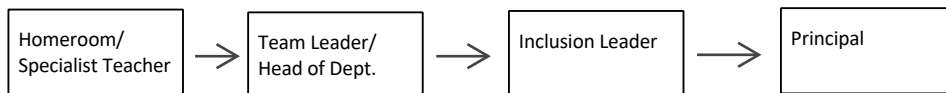
## 3. School Leadership

- SLMT review and update this policy regularly
- Support staff in the application of the policy
- Role model exemplary behaviour

## 4. Parents

- To be supportive of the school's policy
- Make themselves available to discuss their child's behaviour
- Provide a safe and supportive home environment conducive to learning

This policy serves as a high-level overview of the school's expectations and procedures. Specific details including the behaviours that we discourage and encourage are outlined in the school's Code of Conduct (available on the Glendale International School website)



At Glendale International we follow a positive behaviour system using a tracking system "From Sunshine to Storm" All children will be placed on the cloud at the start of each day should a child be given a warning for misbehaviour the child's name will be moved down to the rain cloud. If repeated then will progressively be moved downwards to the 3rd warning which is thunderstorm.

Teachers should aim to catch the child working positively to move the child quickly up to the sunshine. If the child reaches the thunderstorm the parent will be informed on Toddle.

If the child has this occurrence x3 in a week the parent will be invited to school to discuss the behaviour with the class teacher and line manager. They will subsequently be put on report for a week. The child will be required to take the report to every lesson for a week and for the teacher to sign off on each lesson in regards to their behaviour. This report will be reviewed at the end of the week and the teacher will decide if the child remains on report.

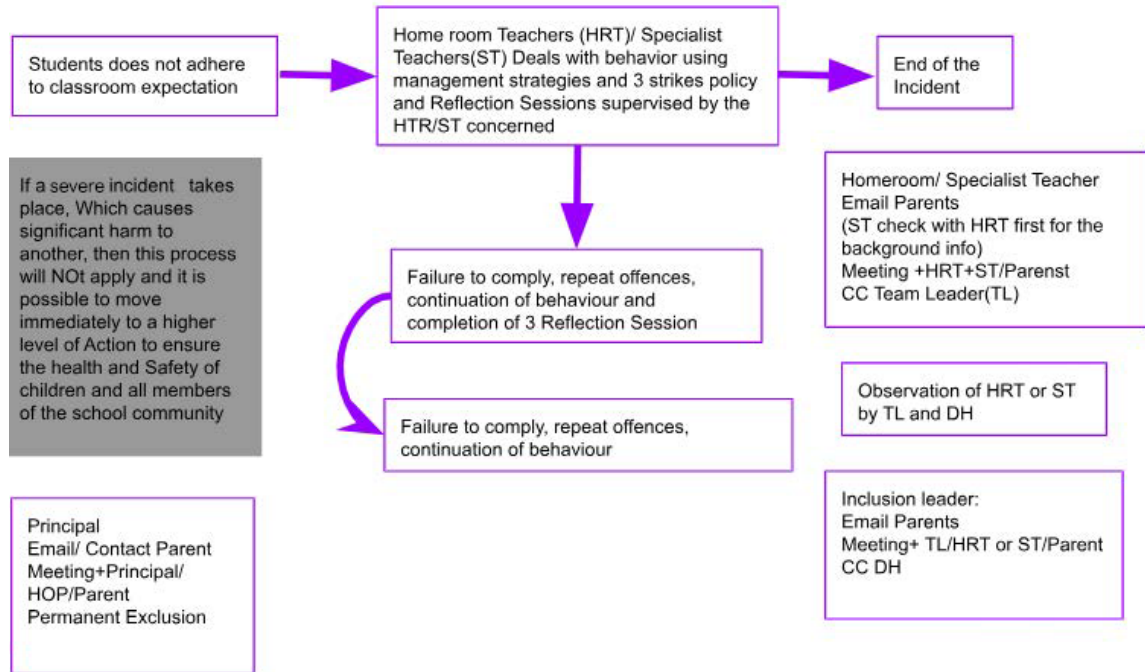
At the start of each day all children will be placed back on the cloud again to start afresh.





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## Pastoral procedures to be followed by all staff in relation to behaviour



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**All incidents must be recorded on Toddle.**

\*\*\*\*Only if this information is recorded on Toddle, can it be moved on to the next stage.

Team Leaders and the Principal will not intervene unless evidence has been recorded on Toddle as a matter of priority - evidence must be clearly logged and discussed with senior leaders.

**Bus incidents** - minor bus incidents initially dealt with by the Homeroom Teacher more serious incidents are reported to the Head of FS or the Inclusion teacher.

**Reporting System** - behavioural incidents that continue to arise, please follow the clear positive behaviour system (storm to sunshine) as a matter of priority.

**PLEASE NOTE CHILDREN ARE ONLY TO BE ON REPORT FOR A MAXIMUM OF A ONE WEEK DURATION ONLY PER REPORT STAGE**

**Advice for students to use their WITTS –**

Provide students with this advice when confronted with any issues of behaviour that might occur especially during play times within the Primary school – children should be encouraged to follow this process

Walk  
Away  
Ignore  
Talk to a  
Teacher  
Seek Help

**Restorative Justice**

**Step 1 – Interview the children involved**

When the teacher finds out that an incident has happened, discuss with both parties. Seek the student's views on the incident from both sides.

**Step 2 – Share responsibility**

The teacher does not attribute blame and asks the students to discuss the incident with each other.

**Step 3– Ask the children for their ideas**

Each student is encouraged to suggest a way in which they could have behaved in a different way. The teacher gives some positive responses to their discussion.

**Step 4 – Leave it up to them**

The teacher ends the meeting by passing over the responsibility to the students to solve the problem. She/he arranges to meet with them again to see how things are going.

**Step 5 – Meet them again**

Two days later the teacher discusses with each student, how things have been going. This allows the teacher to monitor the issue and keeps the students involved in the process.





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**\*How Do We Know?** - Formal Lesson Observations/Learning Walks/Drop ins/Report Cards/Core Values, Student/Parent Surveys, Student Council Meetings/Meet the Principal Sessions, SLMT Weekly Reports/BSO/CIS/KHDA Inspections & Accreditations/Assemblies/Internal Inspection

## **Disciplinary Programme**

### **Aims**

*To establish the right environment that is conducive to learning.*

*To promote responsible behaviour, respect for others and for property.*

*To ensure a disciplined environment by applying and publicising sanctions that may be imposed on students not adhering to school rules and procedures.*

The School “provides a disciplined environment”. Students are encouraged to become aware of their responsibilities as kind and thoughtful individuals, mindful of the needs of others, in order to become valued and caring members of the school, local and global communities. The history, traditions, ethos, Behaviour Policy and Mission Statement of Glendale International School International School all suggest that the sanctions for the most serious acts of misbehaviour would be used only in the most extreme circumstances and following the most careful investigations. Only when all other methods of punishment have been explored or used, would the School decide to suspend or withdraw/ non/re-enroll a student.

The School Behaviour for Learning Policy addresses this assertion very seriously and sets out the values which are at the core of expectations. It creates a framework for individual and collective behaviour based on trust and respect for oneself, others and the environment. Should a student not adhere to the expected code of behaviour, sanctions will follow. The sanctions imposed by the School vary from the very light and simple to the very severe. Teachers are all expected to implement the Behaviour for Learning Policy and it is recognised that, depending on the nature of the misbehaviour, it is sometimes necessary to refer a matter to a higher authority. In the case of a possible suspension or withdrawal/ non re-enrolment, the matter must be taken immediately to the Principal. *The Principal, is the only person with the authority to suspend a student and then only after having followed the correct procedure.*

### **Withdrawal from Lessons**

This is for more serious incidents such as serious misconduct, truancy, arson, aggressive assault, stealing, vandalism, serious bullying, and smoking. Please note that the consumption of alcohol and possession of drugs is a criminal offence and will be referred to the legal authorities.

### **Procedure for the withdrawal from lessons**

Following a most serious breach of discipline, the student will be referred immediately to the appropriate SLMT and then the Principal.

The student will be isolated from all other students and the parents will be informed of the alleged misbehaviour. An investigation into the alleged misbehaviour will be undertaken by a senior member of staff as directed by the Principal.



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The Principal will inform the Chief Executive Officer of the alleged misbehaviour and advise that the student may be liable to suspension (internal/external). The period of suspension may be up to a maximum of 10 school days. The relevant Section Head will endeavour to provide work for the period of suspension. Only in cases of external suspension will the Principal inform the CEO.

The Investigating member of staff will present his findings to the Principal as soon as possible.

The SLMT will decide on the level of punishment which is appropriate to the misbehaviour and, in the case of suspension, will inform the CEO accordingly.

Should the decision be to suspend the student, the student's parents will be invited to meet with Principal/SLMT and will be informed of the circumstances and the punishment, including the length of the suspension.

Should the alleged misbehaviour be so grave that it may lead to permanent exclusion, after informing parents, the offending student will be removed from the school until a full investigation of the incident by a member of SLMT as directed by the Principal can be undertaken. Parents will be advised that withdrawal/ non re-enrolment could be an option.

The evidence collected by the investigating member of staff will be presented to the Principal, who, after consulting with the CEO, will decide the outcome.

The outcome will be communicated to the student and his/her parents as soon as possible. Should the decision be to withdraw (either parents invited to withdraw their child or a place will no longer be available for the student in the following academic year), the parents will have ten working days in which to appeal following the procedures as set out in the School Parent Contract and as endorsed by the KHDA. The Appeal Committee will hear the evidence originally presented. Any additional evidence will not be permitted. Should the Appeal Committee uphold the decision to withdraw, this will be communicated immediately to the parents. This decision will be final subject to referral and review by the KHDA.

### **Policy Review**

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Behaviour for Learning Policy will be remedied without delay.



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