

# Kuwait International English School



## Primary Behaviour Policy

At Kuwait International English School we aim to develop a positive self-esteem in each and every child by creating a welcoming, caring environment where relationships are based on respect.

When there is good behaviour, learning can take place.

**There are 6 basic rules that are consistently taught and reinforced throughout the school:**

1. **Do be kind and helpful** (Do not hurt people's feelings)
2. **Do be gentle** (Do not hurt anybody)
3. **Do look after property** (Do not waste or damage things)
4. **Do listen to people** (Do not interrupt)
5. **Do work hard** (Do not waste yours or other people's time)
6. **Do be honest** (Do not cover up the truth)

**These should be regularly shared with children.**

There are procedural rules for school and the classroom e.g. about movement around school and class rules which staff should ensure that children in their class know and understand.

Personal, Social and Emotional skills are promoted in all aspects of school life. We will use resources such as the Primary National Strategy's 'Social and Emotional Aspects of Learning' materials (SEAL) and Assembly themes and assembly times to promote these skills. In the Primary Department we also teach the children about these core values and use them as a focus to underpin good behaviour:

**Respect**

**Tolerance**

**Resilience**

**Commitment**

**Responsibility**

**Trust**

**Co - operation**

**Freindship**

## **Rewards & positive Re-enforcement**

Praise and rewards are one of the most important factors of an effective behaviour management strategy. Children should be praised at least three times more often than they are criticised for poor behaviour. Discussions of poor behaviour should be private where possible and appropriate. Praising behaviour through a smile, a thank you, a thumbs up, a sticker or by telling the child why you are pleased is a positive way to encourage and promote positive behaviour. This can be done publically and used as an incentive to others to have positive behaviour.

Rewards will be given to promote and reinforce good behavior and a sensible and positive attitude to work and around school.

Rewards can include:

- **Dojo Points**
- **Verbal praise & sharing examples of good behavior with other pupils, senior staff or parents.**
- **Star of the Week**
- **House Points**

## **Dojo Points**

What Can Dojo Points Be Awarded For?

Class teachers, visiting teachers and non-teaching members of staff can award points for:

- Good manners.
  - Helpful behaviour.
  - Responsible behaviour.
  - Caring and considerate behavior.
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- Special effort and application.

- Improvement in achievement or attainment brought about by hard work and a positive attitude.
- Improvement in behaviour and attitude which pupils have consciously worked at.
- A positive attitude to specific tasks or school life generally.
- Changes in attitude/behaviour/effort etc. which have been worked at by individual/groups of pupils.
- Other achievements seen by adults/staff as worthy of recognition.

**Rewards will also be given for good work in school. These rewards will be given via Housepoints:**

House points are given to promote:

- Good Work and academic achievement.
- Displaying a positive attitude to work.
- Effort and application to academic studies.
- Achievements and successes of all kinds in an academic context.

How it works

- Every pupil in the school will be a member of a house:
- Kings, Imperial, Emperor, Sovereign.

The houses will also have their own colours:

Kings - Yellow

Imperial – Blue

Emperor – Green

Sovereign – Red

Pupils in each class will be divided into the four houses and there will be an equal number of pupils in each house across the school. Pupils can earn points for their house at any time during the school day or during extra-curricular and out of school activities.

**All members of staff and adults working with pupils can award house points & Dojo Points.**

### **Display of House Points and Monthly Progress**

- A special house wall and visual display on a monitor will be developed in the school to display the on-going points total for each house.
- Each class will also keep house point records for weekly tallying and recording of points which will be passed onto the Head of Primary at the end of each week. All house points should be recorded by the teacher and there should be a visual display in the classroom to remind and promote good work.
- During a weekly Assembly the house points will be announced and displayed. The winning house will in Key Stage 1 and Key Stage 2 will receive the House Point Cup.

### **Other Important Points**

- Each house will have House Captains and Vice Captains who will be responsible for heading a house.
- Class / school House Competitions will take place at different times of the year. There will continue to be House Sport Awards – Sports Day, football league etc. House Captains and members of the School Council /prefects will meet and discuss and suggest developments, events, changes etc. to the House System.
- Once a student reaches a certificate level on the spread sheet: (15 (Bronze), 25 (Silver), 50 (Gold), 75 (Emerald), 100 (Sapphire), 125 (Platinum), 150 (Titanium), 175 (Rhodium) or 200 (Diamond) inform the Head of Primary who will distribute the certificates to be handed out in assemblies.

## Punishments & Sanctions

The majority of inappropriate behaviours should initially be dealt with by the member of staff in charge of the class (Class, specialist or Arabic & Islamic teacher). When dealing with inappropriate or poor behaviour children should first be reminded of the appropriate behaviour by referring to class rules regularly and focussing on modelling positive behaviour. Most misconduct in school is of a low level.

For each case of misconduct, use the '**3 strikes and you are out**' theory:

- First speak to the child and remind them of appropriate and expected behaviour.
- If the behaviour is repeated within a short space of time, give them a verbal warning.
- The third time it happens within the lesson, the appropriate sanction is given.

Children are **NEVER** to be given detentions or stood outside classrooms. Removing a child from a situation is acceptable for a cooling off period but this must be done within the classroom.

Behaviour reflection sheets or parental meetings (Behaviour managers or members of the SMT must be informed of meetings arranged and this must be logged on the behaviour spreadsheet) are an alternative to detention and should be used for repeated or more serious behaviour that don't need to be passed to the SMT or behaviour managers.

You may wish to keep a log of behaviour and sanctions. This will help you and other members of staff to identify any patterns of behavior or causes for concern. It will also provide documentary evidence, should it be needed, in cases of serious misconduct. If we are ALL **consistent** in our approach, the students will very quickly know and stay within the boundaries you have set for them. It is the responsibility of the Arabic, Islamic and specialist teacher's to manage discipline within their own specialist lessons. This should be done in line with the school behaviour policy; clear communication with class teachers should be maintained.

Please do not pass every instance of poor behaviour to the SMT or behaviour managers. Use your experience and judgement to decide what is appropriate.

Children who persistently find it difficult to respond to the behaviour management strategies taken in class or whose behaviour is dangerous or deliberately malicious and hurtful can be brought to the attention of the behaviour managers and SMT.

Please follow the process of dealing with upscaling behaviour issues.

Report Behaviour to Behaviour managers in your Key Stage -

KS1 Coordinator – Miss Kanwal.

KS2 Coordinator – Miss Nicola.

If you choose this action to deal with behaviour, it must be logged in the behaviour spreadsheet by the class teacher after meeting with the behaviour manager. Issues brought to the attention of behaviour managers & SMT staff will automatically result in parents being informed.

**Do not bring children to behaviour managers or SMT during lesson time when either member of staff is teaching.**

These issues can be dealt with in free periods, break times or the end of the school day. An e-mail copy of your concerns and an explanation of the reasons for bringing the matter to the behaviour manager must be written and sent by the end of the school day.

Behaviour managers will deal with the incident once passed on and they will feedback to staff about steps taken and sanctions used to deal with behaviour.

Behaviour managers will decide if behaviours need to be brought to the attention of the Deputy Head or Head teacher. You will be informed by the behaviour managers or the Deputy Head or Head if this is required.

Teachers may be required to attend meetings concerning behaviour issues with behaviour managers or SMT members.

### **Expectations of Department Heads, SMT & Behaviour managers:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents when necessary
- The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the Ministry of Education has been notified.

### **Expectations of the Staff**

- Deal with incidents of inappropriate behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom
- Give opportunities to develop interpersonal and social skills
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Record all behaviour when necessary
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Report to/meet with parents when necessary
- Be aware of and understand their rights and responsibilities

### **Expectations of Pupils**

- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules.