

Jeddah Prep and Grammar School



Behaviour Management Policy

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Jeddah Prep and Grammar School Behaviour Management Policy

Rationale

Positive discipline is a fundamental condition for the effective realisation of the school aims and objectives. The establishment of good standards of behaviour is a whole-school responsibility of all staff and pupils together with parents.

Mission Statement

The School's Mission Statement is:

"As the longest established British Preparatory and Grammar School within the entire region, we endeavour to provide a high **quality learning environment that is disciplined, safe and nurturing**. Jeddah Prep and Grammar School plans for independence, motivation and adaptability of its learners in the understanding that short term needs are part of the lifelong learning processes essential for a student of the expatriate community."

This statement is reflected in the school's Behaviour Policy.

Principles

Jeddah Prep and Grammar School strives for educational excellence and aims to encourage pupils and staff to adopt a code of conduct that adheres to the highest standards of behaviour, principles and the School values of Community, Excellence, Confidence and Honour.

We aim to promote trust and mutual respect for everyone, in an environment where warm relationships and good manners are considered crucial in forming a happy and self-confident child.

The quality of education is a privilege provided for our pupils by their parents and teachers and therefore, a vast majority, adopt a sensible approach to their schooling career and ensure that their behaviour is rewarded through the Reward System within the School

The excellent relationships which exist between teachers and pupils, both in and out of the classroom, are conducive to learning and to the social and personal development of pupils so that each has a growing sense of responsibility to themselves, to the school and to society. Good communication between parents and the school has helped in the creation of a well-ordered atmosphere in which pupils may develop their talents to the full.

Rights and Responsibilities

School

- The school should value each pupil as member of its community and will ensure that all members of the community feel safe at all times.
- The school has the responsibility to establish clear, consistent and fair guidelines for the implementation of its Behaviour Policy. Good behaviour by pupils will be supported and positively reinforced. Staff will be made aware of the limitations to their authority.
- The school expects pupils and parents to co-operate with the implementation of the Behaviour Policy.
- Furthermore, the school expects pupils to respect the property and person of other members of the school community. The school will take firm action against those pupils and parents who denigrate or harass members of the school staff.
- The Senior Leadership Team will provide support for staff and offer guidance and advice in all areas of discipline. Serious breaches of discipline will be referred to the Assistant Heads of Behaviour and Pastoral Care and may escalate to the Head of Behaviour and Pastoral Care or Heads of School in the first instance, depending on the severity of the misdemeanour.

Staff

Effective discipline in school is the concern of all permanent and temporary members of staff. The school belief is reflected in class and corridor discipline by staff in the following ways by:

- creating an environment where high standards of behaviour are expected,
- ensuring that pupils follow staff instructions and requests,
- treating pupils with courtesy and respect,
- being positive in their comments to pupils,
- enforcing school rules and regulations,
- enforcing the uniform code,
- listening to pupils, respecting their views and acknowledging their efforts,
- promptly arriving for class in order to greet pupils arriving into classrooms,
- adopting the approach and language of invitational learning to create a positive and cooperative learning environment,
- maintaining a positive and effective learning atmosphere through effective preparation, organising and using a variety of techniques with which to engage pupils,
- endeavouring to keep non-teaching activities out of teaching time,
- first defusing potential incidents by dealing quietly and privately with problems. This can be done by refraining from the use of sarcasm, belittling or ambiguous phrases:
 - ensuring the consistent application of school rules and regulations, the Code of Behaviour and the Anti-bullying policy;
 - developing communication with home through recording significant or persistent problems or outstanding work in the homework diary of the pupil concerned and by reporting serious incidents to Mentors / Class Teachers or Head of Behaviour and Pastoral Care;
 - being alert to signs of distress and other possible indications of bullying amongst pupils.

Pupils

Pupils have the right to be:

- Treated fairly and consistently,
- Feel safe at all times when in school ,
- Made aware of allegations against them and to be given a fair hearing when appropriate,
- Listened to with due respect.

Pupils are expected to be wholly co-operative and well-mannered, and also to show respect for themselves, the staff and the wider community. They are expected to obey the rules as outlined in the Code of Conduct and accept the consequences of ill discipline.

They should be well behaved and exhibit good manners and be courteous at all times.

Pupils are invited to bring discipline issues and proposed changes to the School Council.

Parents

- Good communication between parents and school is recognised as a most effective means of creating a disciplined atmosphere in which pupils may develop their talents to the full.
- Parents acknowledge the school's policies, including the Anti-Bullying Policy and indicate support for them when they accept their child's placement in Jeddah Prep and Grammar School.
- Where there are changes in a pupil's health or family circumstances or if situations arise which may impact on their child's well-being or behaviour, parents should inform the school, usually through the Mentor / Class Teacher.
- This school welcomes parents' interest and involvement and encourages them to express their reasonable concerns about their child. Such concerns are taken seriously and are handled with tact and sensitivity.
- Parents should expect their child to be safe at all times.
- Parents should support their child's self-discipline, by their encouragement of good behaviour and by reinforcing measures taken by the school. They should support the school's Behaviour Policy.
- Parents should encourage their child to adhere to the school rules and regulations and to accept the authority of the teachers.
- Parents should be kept informed of significant issues relating to their child's behaviour. They should enforce the terms of any contract relating to their child's behaviour.
- A parent has the right to appeal to the Heads of School if they feel the school has acted unreasonably in implementing its Behaviour Policy.

Positive Affirmation

The standards of good behaviour and responsibility in society are key issues reinforced within all aspects of the School curriculum. All members of staff have a responsibility for the promotion of positive behaviour. Mentors / Class Teachers play a major role in addressing pupil misbehaviour and applying disciplinary sanctions.

The School has developed a rewards system that aims to encourage and promote good as well as improving behaviour.

These include:

1. Positive affirmation by all teachers in classroom and in extra-curricular activities, including positive reinforcement and encouragement in class, the regular display of work, marking for improvement, good notes in diaries.
2. Positive and encouraging comments in reports.
3. Congratulations in Assembly.
4. A rewards system throughout the school. Pupils with specific point totals will be acknowledged, praised and will be afforded special privileges.
5. Reward days and surprise gifts for courtesy and good manners and improving behaviour as appropriate.
6. Election and appointment of Head Boy and Head Girl, as well as Deputy Head Boy and Deputy Head Girl.
7. Student Council representatives and Prefect positions.
8. House system.

Positive Behaviour at Jeddah Prep and Grammar School is achieved when pupils:

- Follow the school rules
- Show respect for the ideas, views and property of others
- Promote a positive image of self and the school in the community
- Wear the school uniform tidily
- Engage in all classroom and extra-curricular activities with enthusiasm, respect and tolerance.

Examples and Categories of Rewards

Important: The examples below will help direct pupils to areas where they will be recognised for being a positive and influential member of this school. Please remember these are guidelines and teachers will reward any positive behaviour accordingly.

Ultimately pupils will strive to achieve the Head Teachers Award for Excellence which is recognised by a certificate and personal badge in the following categories; bronze, silver, gold and platinum. By reaching these benchmarks pupils will also contribute to the yearly house point total.

Examples of Chance Rewards (Surprise gifts and Reward Days)

1 point for any behaviour or related positive behaviour

Voluntary participation as a Group leader
 Well presented work above and beyond your normal standard of work
 Extension work related to what has been assigned
 Actively and positively participating in class
 Offering to help others in class or otherwise
 Picking up litter
 Assisting teachers in and out of the classroom

Examples of Behaviour directly related to Achievement Points (Head Teachers Award for Excellence)

Assisting a new pupil for one week
 Assisting a teacher for an hour after school.
 Assistance in an after school club.
 Consistently providing work of an exceptional standard relative to the pupils capabilities.

***This list is not exhaustive and pupils are encouraged to discuss various initiatives with the staff of the School as every idea will ultimately equate to reward points.*

Rewards

The school's priority is to recognise and reward student achievement.

Star Cards are awarded for good behaviour in any aspect of the child's school day. These cards will do the following:

- Reward and encourage pupils for good behaviour that does not necessarily meet the criteria of the achievement point
- Cards will be placed in a box in each key stage area for the half term draw that will reward pupils with prizes.
- 5 star cards can be traded for an achievement point (Grammar School).

Prep School

1. All class teachers will have a chart on the wall displaying pupil names in their respective houses.
2. House points will be awarded to encourage all forms of positive behaviour.
3. House points will be tallied every week and pupil contributions will be added to the overall house point totals.
4. Star cards will be given for:
 - a. Five house points in Foundation 2.
 - b. Ten house points in Key Stage 1 and 2
 - c. These cards will be placed in a box and a monthly prize draw will take place during assemblies.
5. Pupils will also be nominated by teachers for outstanding and consistent effort. These pupils will receive Merit Certificates in Key Stage assemblies

Grammar School

Achievement points are awarded by members of staff for work and activities that go beyond the normal expectations. These are recorded on SIMS the school's management system and can be viewed by parents through Firefly.

Achievement points are rewarded in the following ways:

In assemblies the following certificates are awarded:

- 35 Achievement points: bronze certificate and badge.
- 50 Achievement points: silver certificate and badge.
- 75 Achievement points: gold certificate and badge.

The above awards will be given on condition that the pupil's negative point count does not exceed 10.

In addition, as a motivating factor for students to pursue more achievement points, students are allowed to cash in points for rewards throughout the school year for example:

- 10 Achievement points: a free school lunch.
- 15 Achievement points: a personal non-school uniform day.
- 35 Achievement points: a non-uniform week.

Subject areas also have their own different ways of recognising and rewarding achievement through for example letters of commendation and student of the month awards.

The annual Celebration of Achievement Ceremony acts as a public recognition of student achievement when a variety of different awards are presented to students recognising academic excellence, commendable effort and personal development, together with sporting excellence, subject specific excellence and commendable attendance to give some examples.

While the standards of behaviour and attitudes to study of the vast majority of pupils are good, there are occasions on which rules are broken or school work is unsatisfactory. There are well-defined procedures for dealing with such behavioural and academic problems and these are made known to both pupils and parents.

In particular, school discipline aims to concentrate on preventing and minimising bullying and applying necessary procedures when such events occur.

Negative behaviour includes, but is not limited to:

- *Bullying; physical and emotional including the misuse of the internet and mobile phones*
- *The use of profane and unacceptable language to fellow pupils and staff*
- *The persistent failure to engage in classroom activities,*
- *Showing a lack of respect for staff and fellow pupils by shouting out in class and failing to pay attention*
- *Interfering with school and other people's property*
- *Failing to conform to school rules and regulations*
- *Horseplay in corridors and in play areas*
- *Inappropriate physical contact*

Supporting Behaviour

Jeddah Prep and Grammar School aims to create a clear and effective procedure for dealing with unsatisfactory behaviour. In the first instance, the responsibility for discipline lies with the classroom teacher and/or the teacher/staff member/coach in the corridor, playground or sports field.

Mentor or Class Teacher

Deals with minor behavioural issues:

- By a verbal reprimand; *the quiet word, the apology*
- By writing a note in a planner for the attention of parents/guardians and/or recorded on lesson monitor.
- By the setting of extra work which can be completed at home or during a supervised period at break or lunchtime by the relevant teacher to a maximum of twenty minutes. Pupils have a statutory entitlement to have a lunch break.
- After school detention programme.

Persistent minor incidents should be reported to the Mentor / Class Teacher who may, following consultation with the Year Leader / HOD / Assistant Head of Behaviour and Pastoral Care (AHPB) contact parents as well as impose sanctions.

Evidence of serious breaches of discipline and persistent misbehaviour should be referred to the Head of Department / Year Leaders.

Assistant Head of Behaviour and Pastoral Care (AHPB) / Year Leaders:

- Persistent or serious misbehaviour in the corridors/playground/ pitches
- Persistent failure to wear the uniform correctly
- Persistent infringement of the school's hair and makeup regulations
- Persistent lack of homework in **more than one** subject, *following Departmental sanctions and support*
- Persistent breaking of the school mobile phone policy
- Persistent dropping of litter
- An accumulation of bad notes in planners (Prep School) or more than 15 points on SIMS (Grammar School)
- Vandalism of any sort
- Lying
- Bullying type offences
- Persistent breaches of the school's mobile phone policy
- Persistent lateness to registration and class

Behaviour sanctions can include:

- Pupil interview
- Withdrawal of relevant privileges
- Use of a monitoring sheet to target positive behaviour
- Community service after school
- Parental interview
- Consultation with relevant members of staff about the use of internal support or outside agencies
- Saturday detention held *weekly as required* on Saturday mornings from 9:00 to 11:00 AM. This is supervised on rota by the Head of Behaviour and Pastoral Care and Assistant Heads / HOD / Year Leaders.

Saturday detention takes priority over all school activities

- The Head of Behaviour and Pastoral Care will decide whether the pupil merits such detention.
- The teacher requesting the detention will be responsible for setting or collating work for the pupil.
- Advance notice of at least twenty four hours must be given.
- Parents should receive a written letter of intention noting the reasons for the detention. This letter must be signed by the parent/guardian and returned to the Behaviour Management office.

- If appropriate, the Head of Behaviour and Pastoral Care may request a parental interview, following consultation with the Head of Prep / Grammar.
- A pupil who fails to attend a Saturday detention without good reason will be interviewed by the Head of Behaviour and Pastoral Care and possibly the Heads of School. This would be deemed to be a serious breach of school rules. Information will be held on SIMS.
- A third referral for Saturday detention in one year will deem to be serious breach of behaviour.

Serious breaches include but are not limited to:

- Rude and unacceptable behaviour including the deliberate use of bad language towards a member of the school staff or community
- Persistent defiance and rudeness
- Persistent telling of lies
- Repeated breaches of school rules
- Bringing the name of the school into disrepute in the community
- Leaving the school grounds without permission
- Absence from school without permission (truancy)
- Malicious vandalism
- Fighting and attacking other pupils or their property
- Bullying
- Theft
- Smoking on the school grounds or in uniform outside school
- Using or being in possession of narcotics or alcohol on the school premises, on school business/trips or in school uniform
- Breaches of internet policy
- Serious breaches of the school's mobile phone policy
- Harassment of a pupil or staff member
- Other incidents deemed serious by the Head of Behaviour and Pastoral Care / Heads of School

The Head of Behaviour and Pastoral Care

In consultation with Assistant Heads of Behaviour and Pastoral Care the Head of Behaviour and Pastoral Care will review cases independently and may sanction pupils in the following ways:

Internal withdrawal

- Pupils are withdrawn from class for the day and placed in an appropriate monitored area for part of a day, a whole day or longer.
- Work for the pupil will be collected by the pupil. Advance notice of twenty four hours must be given. Parents should receive a written note of intention noting the reasons for the withdrawal. They must return the signed slip. The parents of a pupil will be invited to an interview with the Head of Behaviour and Pastoral Care as well as the respective Head of School and any other member of staff invited by the Head of School.
- A record of internal withdrawal will be kept on the pupil's file on SIMS.

Level 2 /3 Contracts

Persistent infringements of the school rules may lead to a pupil being placed on a Behavioural Contract for a definite or indefinite period of time. Parents will be invited to discuss their child's behaviour and the requirements of each contract with the Head of Behaviour and Pastoral Care as well as the respective Head of School.

Copies of Level 2 and 3 Contracts are attached in the annex to this policy and should be warning signs of behaviour that is not rectified and requires urgent attention from parent.

Suspension from school

A serious breach of school rules may result in a pupil being suspended from school. Prior to being suspended by the Head of School, a pupil will be given, as appropriate, a fair investigative hearing. A senior member of staff will be present as the pupil's advocate. The Senior Leadership Team will be informed of the suspension together with any support put in place.

Expulsion from school

- The decision and authority to expel rests solely with the Heads of School in consultation with the Board of Governors.
- A pupil may be expelled from a school only after consultation has taken place between the Head of Behaviour and Pastoral Care, Head of School, the parent of the pupil and the pupil. Any neglect or refusal on the part of the parent to take part in such consultations shall not prevent a pupil from being expelled from the school.
- The consultations must include opportunities for the future provision of suitable education for the pupil concerned.
- The parent of any pupil expelled from school must be given immediate written notice of the right to appeal against the decision.

Point Allocation – Grammar Only

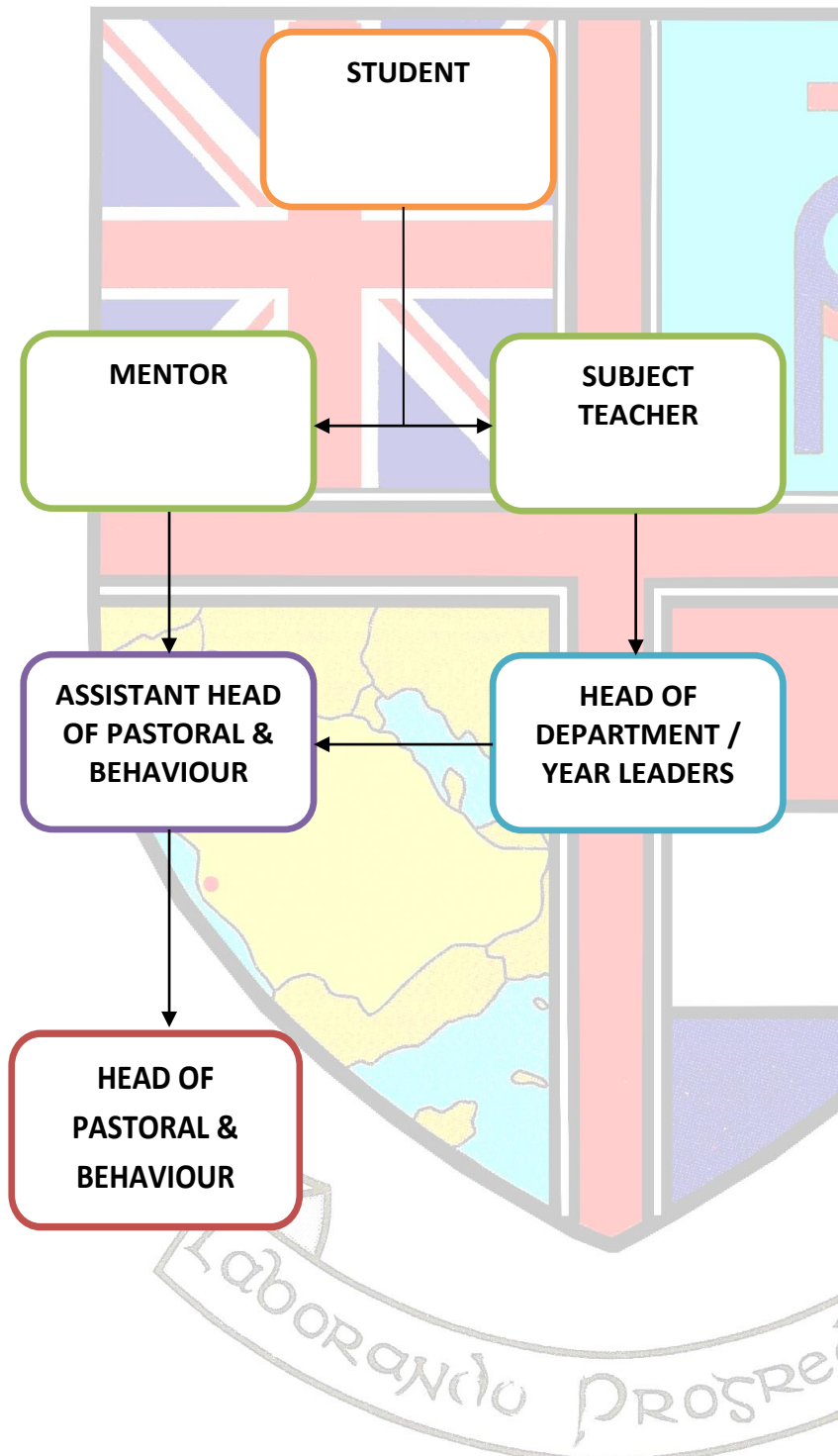
The above is in place to ensure that the pupil, in the first instance, will not be involved in actions that warrant sanctions being imposed. However, should they accumulate points they will follow through on the sanction in place and will have an opportunity to counteract the misdemeanour at a later date by performing actions related to positive behaviour thereby further encouraging positive behaviour on a regular basis.





Jeddah Prep and Grammar School

Behaviour Management Chart



MENTOR/ SUBJECT TEACHER / CLASS TEACHER

1. To manage behaviour in class
2. Enters points on the system
3. Issue lunch or after school detentions
4. Input data on SIMS
5. Communicate with Parents via letter / email / meetings / telephone calls

HEAD OF DEPARTMENT / YEAR LEADERS

1. To manage behaviour within the department
2. To issue any further lunch time or after school detentions
3. To communication with parents i.e. letter / email, telephone call or meeting
4. Communicate with the Assistant Head of Pastoral regarding issues that are not resolved.

ASSISTANT HEAD OF PASTORAL

1. Manage the behaviour within Mentor groups.
2. Issue Saturday Detentions
3. Communicate with parents via formal meetings.
4. Communicate with the Head of Pastoral regarding issues that are not resolved

HEAD OF PASTORAL

1. Manage overall behavioural issues.
2. Devise behaviour strategies for issues that have not been resolved as stated above.
3. Discuss all school behavioural concerns and pupils of concern with Head Teacher.

Signed and Dated:

Jeddah Prep and Grammar School

Head of Prep

Head of Grammar

Head of Sixth Form

Head of Behaviour and Pastoral Care

Date

