Behaviour for Learning Policy at Al Muna Updated August 2022

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Policy Amended	**20/08/22**
Lead Professional	**Greg de Souza**
Signature	*G de Souza*
Date	**20/08/2022**

Behaviour For Learning at Al Muna Academy

Policy statement: At Al Muna Academy it is it is our duty of care to provide a safe and nurturing learning community where students are taught values, including pride, respect, fairness and social inclusion. It is essential that we ensure children are always safe, well cared for and properly supervised at all times. Our aim is to maintain high standards of behaviour by employing a school-wide positive behaviour approach. Proactive and preventive in nature, the behaviour policy reinforces the Aldar values and builds relationships between children and all adults within the school. This is achieved by teachers and adults knowing our children, establishing clear expectations of behaviour, recognising positive behaviours and enforcing consistent and meaningful consequences across the school.

All members of Al Muna Academy should be respectful of one another, maintain high expectations for behaviour and learning, and promote the 'Bee Rules'- Bee Safe, Bee Kind, Bee Hardworking

What Matters at Al Muna:

1 – Safety and Well-Being: Children need to be both physically and emotionally safe

2 – Engaging Learning: Lessons and wider learning should be motivating and enjoyable

3 – Achievement: Every child should make the very best progress he/she is able to, whatever their needs, ethnicity, first language or gender

4 – Teamwork: It is only by working together with staff, families, children and other agencies and our local community that we can be the best we can be

5– Finally, we are all guests of the UAE and as such treat the culture, heritage and traditions of our host country with respect and understanding.

Our School Mission:

Bee Safe, Bee Kind, Bee Hardworking

At Al Muna Academy we are all tireless in our pursuit of excellence and have high expectations of ourselves and of children's attainment and progress.

We endeavour to provide a safe, caring and inclusive community where diversity is celebrated, mutual respect amongst adults and children is practised and where working closely with families to support children's learning is valued.

We want our children to be accepting, sociable and confident in making their own decisions.

Inspiring teaching and the use of first class resources and facilities ensure we deliver a relevant and varied curriculum in a stimulating, creative and memorable way.

We want all our children to enjoy learning what they need to learn and to make as much progress as possible.

We aim to instill in all our pupils our core values of consideration, courtesy, co-operation and common sense.

We want all our children to care about community and recognise that they can make a positive contribution.

Through building relationships, we are committed to achieving excellence together.

Updated by Greg de Souza- Assistant Principal 2022

AL MUNA ACADEMY
ALDAR ACADEMIES

Expectations for Behaviour

These guidelines will need to be embedded and reinforced during the first few weeks of school! Please ensure all of our expectations are high!

Role Models

Adults should be exceptional role models and demonstrate high levels of those attributes we wish to see in our children. For example if we expect our children not to talk in assembly then we also should not talk. Children learn by example and how we conduct ourselves is very important.

Movement around the school

- Children need to follow the Covid 19 guidelines from ADEK when in school.
- At the end of the day classes should leave their classroom and walk to their designated collection spot. At all times, the children must remain in the line.
- Children should only use the toilets and stairs labelled for their 'macro bubble'

Playtime and lunchtime

- Outdoor play- children will be able to go outside and play.
- In the classroom children may lower their masks to eat and drink.
- Children must remain at their own desks during lunch where possible.

Class and shared areas

- Each class should establish guidelines for behaviour in classrooms, as appropriate to individual cohorts and underpinned by school values.
- All specialist lessons will take place where stated.
- Adults should work with children to tidy areas at the end of use and to return any items borrowed to the correct place as soon as possible. Expectations should be made clear through photographs and guidance from adults.
- High expectations need to be set by all members of staff, encouraging all learners to strive for their very best in every aspect of school life.
- The Bee Rules should be followed and used as a guide to the expected behaviour in all lessons.

General classroom incidents

- All members of staff are expected to follow the procedure for dealing with incidents within the school (classroom, playgrounds etc.).

Positive Behaviour for Learning: Recognition

Bee Points

- Each child will receive a bee with their name on classdojo. This is were Bee Points will be record
- 'Bee Points' can be awarded for good work, good behaviour, good effort, good manners, or any appropriate reason from the teacher.
- A maximum of 3 'Bee points' can be awarded in one lesson.
- There will be 4 levels of Bee Points- Bronze, Silver, Gold and Diamond. Children will receive a badge once they have completed each level. These are in Mr de Souza's office.

Updated by Greg de Souza- Assistant Principal 2022

House Points

- All bee points go towards the child's house. House competitions will go on throughout the year and children will be able to gain more points for their house and the overall house competition.

The Bee Rules

- Bee Rules are for all to adhere to- Bee Safe, Bee Kind and Bee Hardworking.

Golden Time

- This has not been used or encouraged but golden Time at the discretion of the class teacher.

DOJO POINTS

- Even though the classdojo system is being used at Al Muna we will call them Bee points.

Excellence Awards

For any exceptional pieces of work children may receive an Excellence award. This will be recognition of their achievement and should only be given for exceptional pieces of work. The class teacher must contact Mr de Souza or a member of the ELT and they will give out an excellence award. The parents of the child will also be notified.

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Behaviour Management: Consequences

Traffic Light System-Green-Amber-Red

GREEN- Stage 1-Discrete verbal warning/reminder

A positive reminder aimed at the whole class/group to make your expectations clear and help guide the child to recognise and correct their own behaviour e.g. 'It is wonderful that everyone is remembering to put their hands up and wait for me to say their name.'

AMBER- Stage 2- Individual warning

The child involved will have their name written on the board (or specifically told) that they are in the amber section of the traffic light.

AMBER-Stage 2- Final warning

The child involved will receive a final warning before their name (they are told) they are going to move to red and issued a red slip.

RED- Stage 3- Red Slip

The child will be moved to red and then they will receive a red slip. If needed, they will be removed from the class told to work independently so that the rest of the class are not disrupted. They will need to stay in a sanitized area. The teacher will complete a red slip with the child at the next given opportunity. Red slips are kept by head of year (appendix 1).

Examples of behaviour that may result in a red slip:

Red slip offences
• Repeated, ongoing disruption to learning (their own and the learning of others) • Bullying (see definition below) • Violent and aggressive behaviour • Deliberately aggressive behaviour, physically hurting another • Aggressive swearing or foul/disrespectful language towards adult or peer • Spitting at someone • Racist behaviour (deliberate taunts or threats that disrespect culture, religion, race, family) • Wilful damage or defacing school property • Behaviour that has deliberate intent to harm or injure another person, endangering their safety and wellbeing • Persistently not following school rules/covid guidelines. Or any other misconduct according to the ADEK guidance manual

Updated by Greg de Souza- Assistant Principal 2022

RED slip process (each half term):

1st time- Teacher will complete the red slip with the child at the next possible point during the same day. (Red slips are kept with heads of year). Teacher must contact parents and log the red slip with all the details in the daybook on engage. Red slip to be kept by class teacher or passed to Head of Year.

2nd time- Teacher will complete the red slip with the child at the next possible point during the same day.. Teacher must contact parents and discuss strategies in school and at home for the child. Teacher must log the red slip with all the details and strategies in the daybook on engage. Red slip to be kept by class teacher or passed to Head of Year.

3rd time- Head of Year will be contacted and will complete the red slip with the child and class teacher. Head of Year must contact parents to explain that the child's behaviour is not improving. The Head of Year will discuss new strategies for the child in school and at home with parents. Head of Year must log the red slip with all the details and strategies in the daybook on engage. Red slip to be kept by class teacher or Head of Year.

4th time- Phase Leader will be contacted and will complete the red slip with the child and class teacher. Phase leader will liaise with Head of Inclusion, Head of Year and Class Teacher to discuss final strategies before the next step. Phase Leader must organise a meeting with parents to explain that the child's behaviour is still not improving even with the strategies advised. The Phase Leader will discuss strategies for the child in school and at home with parents before the next step with Assistant Principal. Phase Leader must log the red slip with all the details and strategies in the daybook on engage. Red slip to be kept by class teacher or Phase Leader.

5th time- Assistant Principal will be contacted by class teacher. Assistant Principal will complete the red slip with the child and class teacher. The Assistant Principal and Head of Inclusion will create an Individual Behaviour Plan (IBP) for the child. Assistant Principal will organise a meeting with parents and Head of Inclusion to explain that the child's behaviour is still not improving and that they will be going on an IBP. Child may be educated away from their peers – internal exclusion. They will be warned what the next steps in the process would be. Assistant Principal must log the red slip with all the details and strategies in the daybook on engage. Red slips to be kept by class teacher or Assistant Principal

6th time-Final stage-Disciplinary Panel - Repeated Offence/Ongoing disruption to learning and safety of others. Suspension from school.

- Principal/Assistant to investigate/arrange disciplinary panel.
- Pupil's place in school is at serious risk of being withdrawn.
- Principal to take appropriate action after Disciplinary Panel which could include fixed term-exclusion/alterative timetabling/being educated away from peers/school place being withdrawn.
- Final warning letter issued with behaviour contract – parents involved.
- Incident report completed and filed.
- Letter to ADEK to inform of the suspension from school, attaching previous letters.

The process above can be adapted depending on the situation by the Assistant Principal-Pastoral or Principal. Also, where possible the Head of Inclusion will need to be notified to support the child's needs.

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Consequences for children in FS

Children in FS will follow the coloured card system but with faces.
Should the child reach a red face they will have a 'time out' to reflect on their behaviour. The adult will clearly explain to the child at the start of the time out why they are there and how long they will be there for. At the end of the time out the adult will reiterate the message by telling them what they want to see from the child.

If a child has more than one 'time out' in a week an email will be sent from the class teacher to the family explaining the incidents and addressing any concerns. This will be recorded onto the daybook on Engage. Class Teacher will notify their Head of Year then Phase Leader if repeated.

Bullying

At Al Muna, we follow the Aldar Academies behaviour Policy informed by the ADEK behaviour Policy – each of which make specific reference to bullying. We also have a separate Anti-bulling policy.

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated over time. Both children who are bullied and who bully others may have serious, lasting problems.

In order for behaviour to be considered bullying, it must be aggressive and include an imbalance of power (such as physical strength, access to embarrassing information, or popularity—to control or harm others), and repetition (behaviours happen more than once or have the potential to happen more than once). Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are three types of bullying:

1. Verbal bullying is saying or writing mean things. Verbal bullying includes teasing, name-calling, inappropriate comments, taunting, threatening to cause harm or deliberately insulting another person's family or culture.

2. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone or embarrassing someone in public.

3. Physical bullying involves hurting a person's body or possessions. Physical bullying includes hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things, and making mean or rude hand gestures.

At Al Muna bullying is not tolerated and action is swiftly taken. In the event of an incident or concern being raised, the issues are investigated by relevant staff, the pastoral team may become involved and a restorative justice approach taken to resolving the issues and stopping the behaviours. SLT should be informed about any bullying behaviour/incident and where appropriate they will hold a meeting with students and/or parents.

We are proactive in promoting our Bee-haviour Rules and Aldar Academies Values which guide appropriate behaviours and help children identify when their behaviour is inappropriate. Peers are made aware of being a bystander and learn how to stand up against bullying behaviours in Circle Time sessions. Through class based activities such as circle time and in the playground, students at Al Muna learn that bullying is never acceptable and should they witness it or feel it happens to them they should seek the support of an adult. All staff and students are always proactively looking out for incidents of bullying.

Use of Online Platforms

Children may take part in some form of remote learning and will need access to Microsoft Teams/Blackboard or another online platform. Behaviour on Teams has been outlined in a separate Distance Learning Policy. Failure to follow these rules will follow in the same behaviour steps outlined above.

Updated by Greg de Souza- Assistant Principal 2022

Appendix 1

Red Slip

Name:	**Class:**	**Date:**
What happened?		
What do I feel like I have done wrong?		
How could I have handled this situation better?		
What actions will I take now?		

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