



**PACE** مدرسة بيس البريطانية ذ.م.م  
**BRITISH SCHOOL L.L.C.**  
=====SHARJAH=====

# THE BEHAVIOUR FOR LEARNING POLICY

## PBS BEHAVIOUR FOR LEARNING POLICY

### Purpose:

- To promote standards of behaviour in the learning environment.
- To encourage pupils to make good choices and take responsibility for their actions.
- To provide clear expectations which all members of the learning community understand.

### House System

In PBS, each pupil is allocated to a house (**Leopards**, **Wolves**, **Scorpions**, **Falcons**) whereby the pupil can achieve house points. House points can be achieved individually however they contribute to their house simultaneously. House points are a reward that pupils can gain for positive behaviour, kind gestures, applying themselves academically and excelling in school. Our house point system is tracked using digital platforms which allows teachers and pupils to track their progress on an individual and house basis. House points tokens may also be given to pupils during lessons including specialists and from the Senior Leadership Team (see appendix 1).

### Rewards

- House Points
- Certification – Bronze (50), Silver (100), Gold (150), PACE Platinum Award (200)
- Form Tutor Certificates
- Good Conduct Certificate or Letter from Head of School

### Consequences

- PBS Class Behaviour Chart (Primary)/ Digital Platform (Secondary)
- Reflection Time
- Communication/ Meeting with Parents
- Conduct Warning Letter from Head of School

### Behaviour Log

Both Heads of School track and monitor behaviour along with the primary/secondary leadership team and the Head of Pastoral Care. We track and monitor low-level disruptions in order to educate the pupils to make good choices and maximise their learning potential.

### Warning Letters from Heads of School

Warning letters from Heads of School are only distributed for severe misconduct and also shared with SPEA. Should a pupil receive 3 conduct warnings reported to SPEA they will fail to be promoted to the next academic year.

### Expectations for Teachers

Kindly see below a guide for teachers who are responsible for following these steps, being clear in their expectations and acting professionally by role modelling appropriate behaviour and positive terminology throughout such as good choices, kind hands and kind words.

**Important:** All major incidents should be promptly reported to the Heads of School and Head of Pastoral Care who will act accordingly alongside UAE law and SPEA guidelines. Sanctions for pupils putting others' health and safety at risk (for example on the school bus) may lead to suspension from the hazardous environment.



## Behaviour Guide

<p><b>Teacher</b></p> <p><b>Monitoring Behaviour within the Classroom</b></p> <p><b>Potential use of PBS Behaviour Chart (Primary)</b></p>	<p><b>Step 1:</b> verbal warning (explain expectations and make them clear to the pupil). <b>Action:</b> Move the pupil on the behaviour chart to <i>"Think about It"</i>(Yellow).</p> <p><b>Step 2:</b> second verbal warning (explain this is the second time and reinforce expectations). <b>Action:</b> Move the pupil to <i>"Think about It"</i>(Orange) on the class behaviour chart.</p> <p><b>Step 3:</b> Final warning resulting in "Reflection Time." If the pupil continues to not make good choices then move the child to reflection time (red) and report the details of the 3 steps on the behaviour/ reflection log. The incident <b><i>must</i></b> be logged on the reflection log before further action can be taken.</p> <p><b>*Important – The behaviour chart is flexible.</b> Do encourage pupils to rectify their behaviour in order to move back up the behaviour chart to green "ready to learn." (Primary) <b><u>Positive reinforcement is key!</u></b></p>	
<p><b>HoY/ HoD</b></p> <p><b>AHT Intervention</b></p> <p><b>Reflection Time:</b></p>	<p>Pupils who have had three verbal warnings resulting in reflection time will be logged in the behaviour log.</p> <p>During reflection time the pupil will have to discuss their behaviour and the good choices they should have made and how to rectify this behaviour moving forward.</p> <p>If a pupil is sent to reflection <b>more than 3 times in one week</b> then the parents will be informed of the misdemeanour. If the pupil is frequently having reflection time throughout the term then HoY/ AHT or Head of Pastoral will be required to host a parent meeting and <b>minutes taken to be shared with HoS.</b></p> <p><b>Important:</b> If a pupil is presenting behaviour that may be deemed a special educational need (SEN) or cause for concern then submit a referral form to the <b>Head of Pastoral Care</b> and the <b>Inclusion Department</b> (see Appendix 2) promptly. Kindly refer to PBS behaviour flow chart for further clarification (see Appendix 3)</p>	
<p><b>SLT Intervention</b></p> <p><b>Conduct Concern Meeting &amp; Warning Letters</b></p>	<p>If inappropriate behaviour persists then the Head of School will host a meeting along with another appropriate leader with the previous minutes to date. The inclusion department may be requested to observe and submit an Individual Behaviour Plan (IBP).</p> <p>Head of School may also issue an official conduct warning letter to parents where appropriate.</p>	
<p><b>Level:</b></p>	<p><b>Examples:</b></p>	<p><b>Action/ Deduction of Conduct: /100</b></p>
<p><b>1</b></p> <p><b>Low Level Disruption</b></p>	<p><b>(however not limited to);</b></p> <p>Failing to maintain attention, not following instructions, not making good choices, back chatting, not using kind words, disrupting others... (after verbal warning/ polite reminders)</p>	<p>A deduction of 1 conduct point for every level 1 entry in the reflection log.</p>
<p><b>2</b></p> <p><b>Inappropriate Behaviour</b></p>	<p><b>(however not limited to);</b></p> <p>Name calling, being unkind to friends, purposely upsetting peers or colleagues, running in corridors, unkind gestures... (after verbal warning/ polite reminders)</p>	<p>A deduction of 2 conduct points for every level 2 entry in the reflection log.</p>
<p><b>3</b></p> <p><b>Non-Negotiables</b></p>	<p><b>(however not limited to);</b></p> <p>Physically harming another, putting another at risk, damaging school property, swearing...</p>	<p>A deduction of 3 conduct points for every level 3 entry in the reflection log.</p>
<p><b>4</b></p> <p><b>Severe Misconduct with Deliberate Intent</b></p>	<p><b>(however not limited to);</b></p> <p><b>A severe deliberate practice with intent to harm or disrupt the education of others. The possession of an unlawful item (e.g. a knife) or unlawful action (e.g. exposure).</b></p>	<p>Confiscation. Parents will be called to collect the child on the day of the incident and a meeting with the behaviour committee (SLT) will be called to decide on the course of action which may result in a warning letter or suspension for more severe incidents.</p>



## Levels of Inappropriate behaviour as per SPEA guidance:

<p><b>1</b></p> <p><b>Low level disruption</b></p>	<ol style="list-style-type: none"> <li>1. Continued lateness</li> <li>2. Not wearing uniform</li> <li>3. Lack of appropriate equipment</li> <li>4. Not following behaviour rules inside and outside the classroom</li> <li>5. Chewing gum</li> <li>6. No homework (Secondary)</li> <li>7. Misuse of electronic devices inside the classroom</li> </ol> <p>Similar as per the discretion of the Behaviour Management Committee (SLT)</p>
<p><b>2</b></p> <p><b>Inappropriate Behaviour</b></p>	<ol style="list-style-type: none"> <li>1. Leaving or entering a lessons without permission</li> <li>2. Inciting arguments and disruptive behaviour</li> <li>3. Verbally abusing or insulting students, staff or visitors in the school.</li> <li>4. Refusing to follow instructions when asked to hand over banned materials.</li> <li>5. Behaviour that goes against both school and social expectations and traditions, e.g. imitating the opposite sex by wearing makeup, clothes, hair and general appearance.</li> </ol> <p>Similar as per the discretion of the Behaviour Management Committee (SLT)</p>
<p><b>3</b></p> <p><b>Non-Negotiables</b></p>	<ol style="list-style-type: none"> <li>1. Various types and forms of bullying</li> <li>2. Smoking or having any smoking paraphernalia in school.</li> <li>3. Copying or plagiarising and taking credit for the copied work</li> <li>4. Leaving school without permission/absconding during the school day (truancy)</li> <li>5. Attempting to defame peers and the school staff via social media or abusing them</li> <li>6. Impersonating others' personalities during transactions, or forging school documents</li> <li>7. Destroying school furniture and equipment and vandalism</li> <li>8. Tampering with or vandalising the school buses including causing harm to the driver, supervisor or other road users</li> <li>9. Assaulting others in school, without causing injury to the victim (corporal abuse).</li> <li>10. Threatening/intimidating peers in school</li> </ol> <p>Similar as per the discretion of the Behaviour Management Committee (SLT)</p>
<p><b>4</b></p> <p><b>Severe Misconduct with Deliberate Intent</b></p>	<ol style="list-style-type: none"> <li>1. Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting PACE British School and its staff.</li> <li>2. Possessing or using arms or blade weapons, or equivalent inside the school.</li> <li>3. Committing sexual assault or harassment inside the school, bus or during ECA.</li> <li>4. Assaulting others in the school causing injuries to the victim (corporal abuse)</li> <li>5. Systematic (pre planned) or aiding and abetting theft.</li> <li>6. Bringing, possessing, presenting or promoting information or electronic materials that are unauthorised and inconsistent with the values, morals, public order and public decency.</li> <li>7. Sharing exam questions or engaging in any behaviour to cheat in exams.</li> </ol>



8. Setting the school campus on fire.
9. Abusing political, religious or social figures in the UAE.
10. Possessing, promoting or using narcotics, medical drugs, or the psychotropic substances inside of the school or school bus, or being under the influence of narcotics, non-prescribed medical drugs or the psychotropic substances.
11. Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.
12. Disdaining the divinely revealed religions or stirring sectarian strife in the school.
13. Defacing school property, tampering with the alarm bell and lift.

Similar as per the discretion of the Behaviour Management Committee (SLT)

### Behaviour Management Committee

The behaviour management committee in PBS involves the Senior Leadership Team and will include the appropriate individual/leader or departmental head who champions the pupil concerned in a pastoral capacity. The behaviour committee will ensure all steps in the behaviour policy are taken fairly and professional conduct and ethics are intact. As per SPEA recommendations and UAE law, the school will consider the learners social, educational, psychological, health and physical conditions and the circumstances and context in which the behaviour occurred.



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Appendix 1:

PACE British School House Point Tokens





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## Appendix 2:

### PACE British School Pastoral Care Referral Form

<b>Name of child:</b>	<b>Class/ year group:</b>
<b>Area of concern (including evidence):</b>	
<b>Any other comments?</b>	
<b>Date of referral:</b>	
<b>Teacher's name:</b>	<b>Signature:</b>

This form should be submitted to Head of Pastoral Care and cc Head of School

To: [headofpastoral@pacebritish.com](mailto:headofpastoral@pacebritish.com)

CC: [headofprimary@pacebritish.com](mailto:headofprimary@pacebritish.com)

CC: [headofsecondary@pacebritish.com](mailto:headofsecondary@pacebritish.com)

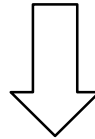


## Appendix 3

### PACE British School Behaviour FlowChart

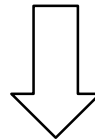
**Step 1: Teacher**  
**(3 verbal warnings)**

Pupils behaviour should be managed in the classroom using positive reinforcement and in reference to the PBS behaviour chart and house points.



**Step 2: HoY/ HoD**  
**(Reflection Time)**

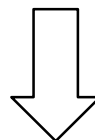
Teachers who are having difficulty managing behavior in the class should call on support from HoY/ HoD. MLT/AHT should be aware of regular visitors and their conduct allowance to date. MLT/ AHT should act accordingly and ensure individual needs are being met in the classroom. This may involve checks to planning and lesson observations. Reflection log should be edited prior to pupils attendance.



**Step 3:**  
**Cause for Concerns**  
**Reported to AHT**  
**Head of Pastoral**

Regular inappropriate behaviour should be reported to AHT & Head of Pastoral Care as a cause for concern. This should be completed and formalised in the concern document attached above (appendix 2).

Head of Pastoral will communicate with parents and inform them of their child's misdemeanor or need. This may be through written email communication, recorded zoom meetings or minuted parent meetings in school.



**Behaviour Issue:**  
**Head of School**  
**Head of Pastoral (SLT)**

Head of School will meet parents with minutes to date, reflection log incidents, conduct allowance and interventions implemented thus far from Head of Pastoral/ Inclusion Department. Head of School may issue an official warning letter should it be deemed necessary. A professional assessment may be recommended for the child if the inclusion department have not already done so. This meeting should be hosted in collaboration with the Head of Pastoral where possible. Three official warnings result in exclusion from school.





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Signed: 

Last amended: September 2023

Policy Review Date: September 2024

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