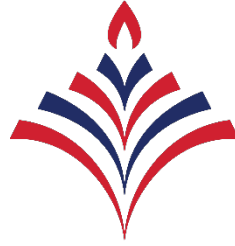


**DUBAI
BRITISH
SCHOOL**
JUMEIRAH PARK



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BRITISH**
SCHOOL JUMEIRAH PARK
FOUNDATION

Positive Behaviour Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:	January 2019	Whole Staff + Lynn McLaren
Last reviewed:	September 2024	Rose Akachi
To be reviewed:	August 2025	

What does positive behaviour mean at DBF?

In our setting we are committed to establishing a learning environment that promotes positive behaviour and relationships where all stakeholders treat each other with care and respect. We are an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. We believe in the whole brain strategy where you connect and redirect (see appendix 1). "In fact, the brain pretty much determines who we are and what we do. And since the brain itself is significantly shaped by the experiences we offer as parents, knowing about the way the brain changes in response to our parenting can help us to nurture a stronger more resilient child." (Dr. D. J. Siegel & Dr. T. P. Bryson) Children are praised for right choices and wrong choices are dealt with promptly and appropriately.

School Rules

- kind hands, kind feet, kind words
- be fair
- be friendly

Rewards - we want children to be motivated by the satisfaction of doing the right thing. Staff provide children with social rewards such as; a smile, praise, a high 5, a gesture or sign or by telling another member of staff, another child and talking to parents. We encourage children to say positive comments about each other and talk about how they have kept to the school rules.

Stickers – are only used in an exceptional circumstance e.g. a child with SEN and for Nurse Visits.

Behaviour Charts - we do not have whole class behaviour charts in our school. However a behaviour chart may be drawn up for an individual child with the support of parents, teacher and SLT in exceptional circumstances.

Bullying – in the unlikely case of persistent negative behaviour towards another child was to take place then please refer to the Anti-bullying Policy.

Gun Play - most children enjoy engaging in imaginative play that relates to, and makes sense of, the world that they live in. For lots of children this imaginative play contains a strong element of weapon and Super Hero re-enactment. Re-enacting weapon use is a universal language of play for children and usually results in high levels of engagement for the children actively involved in it. Some people think that if you let a child engage in gun or other weapon play, the child will hurt or kill others or grow up to be a violent person. There is no evidence to support this belief. Therefore, at DBF we will not provide toy guns and weapons, however

children may make weapons from creative materials independently. Inappropriate use of weapon play language e.g. 'kill' must not be used. If weapon play is stopped due to inappropriate language or physical contact then the reason for it being stopped will be explained clearly to the children.

Expectations

High but realistic standards of behaviour and positive attitudes are required of all children and adults. Staff works closely together to ensure that expectations are made clear to all children. This is done in a number of ways:

- Consistently noticing and praising positive behaviour
- Making it clear that it is the behaviour which is unacceptable, not the child
- Staff playing alongside children and modeling good behaviour
- Demonstrating expected behaviour in all areas of learning/school
- The adults in the setting use 'whole brain' strategies to help children to develop ways to deal with any issues they may encounter (see appendix 1)
- The children are taught to recognise right choices in each other and are given opportunities to care for and help each other
- Teaching routines for certain activities (e.g. snack times, tidying up, getting ready to go home)
- Praising children in close proximity to those behaving inappropriately in order to reinforce appropriate behaviour and manage low level inappropriate behaviour
- A quiet word or a look
- Reminders of the rules and why we have them, and reinforcing learning about good behaviour (e.g. through Circle Time)
- Acting out difficult situations and posing questions to enable the children to decide the appropriate way to behave
- Giving children suggestions as to how they may react to others or to certain issues
- Prompting children to follow expectations and gradually reducing prompts
- Considering the provision of sufficient resources and that children are encouraged and supported to stay on task by staff
- Take children to SLT for praise in a special occasion.

Strategies to manage behaviour (see Appendix 1)

- Stating the positive – adults aim to use positive language and focus on 'do' rather than 'don't' e.g. rather than stating "No running." The adult would say "Walk inside, it's safer."
- Offering a choice – provides children with a choice can be empowering for the child. E.g. '.... has the orange car, you can have the blue or green one.'

- Diverting children – it is important that adults intervene to prevent a situation becoming worse. Sensitive adult interaction can support children by rearranging an activity, taking the role of referee, encouraging the children to work together rather than simply saying “Come and help me.”
- Express feelings – children have strong feelings. Encourage children to express themselves by providing the words children need to describe their feelings e.g. “You don’t look very happy, what’s the matter?” Making sure you direct teach the vocabulary of different feelings. Not just happy and sad.
- Assertiveness – staff provide the children with the skills to solve their own problems. If a child has behaved inappropriately to another child we encourage the children to explain what they did not like. E.g. “Don’t pull my hair, I don’t like it.” The adult would say “When you pull my hair I feel sad because you hurt me.” Children are also encouraged to use the phrase “stop, I don’t like it” when they are playing independently.
- Explaining rules – there are times when children do not understand what is expected of them, therefore the staff strive to explain the reasons behind the expected behaviour. E.g. When we go to the theatre we will, stay with a grown up, walk sit quietly.

Appendix 1

Whole Brain Strategies

“Most of us don’t think about the fact that our brain has many different parts with different jobs.....The key to thriving is to help these parts work well together – to integrate them.....It’s easy to see when our kids aren’t integrated – they become overwhelmed by their emotions, confused and chaotic. They can’t respond calmly and capably to the situation at hand.....We want to help our children become better integrated so they can use their whole brain in a coordinated way.” (Dr. D. J. Siegel & Dr. T. P. Bryson)

Connect (right side of the brain)	Redirect (left side of the brain)
Touch	Solutions
Tone of Voice	Words
Facial Expression	Planning
Empathy	Logical explanations
Pausing	Setting boundaries

Steps for using the strategy;

- Approach calmly and with an open mind
- Get down to child’s level
- Acknowledge their feelings “I can see you are angry/sad/upset/annoyed”
- Gather information from both sides “What’s the problem?” Then restate the problem “So, the problem is.....” or find out what happened, listening calmly to both sides “What happened?”, “Why/how did that happen?”, “How did that make you feel?”, “How would that make you feel?”
- Ask for the solution and choose one together “I wonder what we can do to solve the problem/help you feel better?”, “What could you do to help?” (NEVER silly or naughty girl/boy- criticise the behaviour NOT the child)
- Be prepared to give follow up support - keep an eye out for what happens next and give further support if required e.g. modeling language to use
- Follow up “Has that helped?”, “How do you feel now?”, “What could you do next time?”

Appendix 2

What to do when there is....

- Conflict – see appendix 1
- Physical aggression – interrupt any calmly and firmly say “We have kind hands and kind feet.”. Deal with any injuries by taking the children to the nurse. Then follow the steps in appendix 1. Ask the child who made the wrong choice to draw a picture or card to say sorry, scribe the message for the child, if appropriate. This guided reflection may be completed with the teacher or Principal depending on child / situation. These are to be kept in a folder in the Principal’s room. Parent to be informed and a copy of the guided reflection given to them.
- Destructiveness – point out what has happened. Encourage the child to clear up the mess or reconstruct a child’s work that has been damaged. Where possible/appropriate ask the other child to say how they feel.
- Unwillingness to share – ensure there is enough resources to avoid disputes. Give children permission to finish playing with a toy before being expected to hand it over to another child. Structure turn taking by using a sand timer or by playing turn taking games. Praise children for being kind when they willingly share.
- Uncooperative children – give plenty of warning of activity or changes. Use auditory or visual prompts to pre warn children. Find steps to help child join in slowly. Provide a more appropriate activity (depending on their needs).
- Biting - If a child bites then remind them about our behaviour expectations and then bring them to Principal or Deputy Principal. They will follow this up with a phone call to parents explaining the schools expectations. If this is the first incident the child will be returned to class provided they are ready for learning. If this is repeated the parent will be asked to come and meet with SLT. Make sure the child who has been bitten is taken to Remi. She will record the incident and depending on the severity / parent will call to inform them. Otherwise SLT will phone them.
- Tantrums – having a tantrum is a normal part of child development., it is important that adults remain calm. Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum practioners need to;
 - Make sure the child is safe by moving away objects
 - Do not try and talk or reason with the child at this stage
 - Hold the child, hand on shoulder gently if they allow
 - De-escalate the situation by talking calmly

- Reassure by saying “It will be ok.” If a child is prone to tantrums practioners need to identify the triggers. A discussion with parents will be had.
- Withdrawn or distressed children – Practioners should;
 - Work closely with parents/carers
 - Use symbols or a visual timetable to help communicate with the child
 - Provide a bag or basket of personal items
 - Pre-warn of any changes to routines
 - Listen to the child in different ways e.g. puppets
 - Provide lots of opportunity for fun and laughter
- Self Regulation – Practioners should;
 - encourage the child to count to 10 breathing deeply. Holding their hands if they allow
 - Encourage the child to go and wash their face
 - Have a gage and discuss where the problem is on the scale. Then talk about where the problem actually is and what is an appropriate reaction to the problem
 - Have a box of objects that the child can use to self sooth
- Intervention Steps. – Practioners should;
 - Positive Reminder
 - Warning/consequence
 - Referral

Examples and action to be taken

Biting	Straight to step 3
Unwilling to share	Step 1 and 2
Climbing on furniture	Step 1, 2 and then 3
Swearing	Straight to step 3

Appendix 3

Steps to take if you have a concern about a child’s behaviour

- Share concern with LA and YGL/SLT to come up with appropriate strategies
- Share concerns, strategies and plan with parents

Target	What the pupil needs to do to achieve the target. How will we know when the target is achieved?	Monitoring and recording. How will we know that the target has	What the parent can do to support meeting the target?	What the school will do to support meeting the target?

- State clearly what is the behaviour that concerns you?
- State clearly what you would like to see the child do instead
- Behaviour Plan (see example below)

Appendix 4

Bank of Language to use

Phrases for children

- Stop I don't like it
- Please can I have that
- Please can I have a turn
- Yes you can have it when I am finished with it
- Please can I play with you

Phrases for adults

- Have you made the right choice?
- Was that a good choice?
- How would that make you feel?
- How did that make you feel?
- I wonder what we can do to solve the problem/help you feel better
- Follow up – Has that helped? How do you feel now?

