



## **PROGRESSIVE ENGLISH SCHOOL (L.L.C.)**

(Approved by the Ministry of Education, UAE, Affiliated to CISCE (ICSE / ISC), New Delhi)

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# **STUDENT BEHAVIOUR POLICY**

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### **STUDENT BEHAVIOUR MANAGEMENT**

Behavior management is important in the classroom, not least because it creates an appropriate environment for learning to take place. If there are clear boundaries then children are enabled to develop positive behavior, such as respect, towards each other. A behavior management policy can help you establish rules for student behavior. This is identifying the components of a behavior management policy and explains how to develop an action plan to implement a policy in KGto12 schools.

#### **THIS POLICY IS DESIGNED TO**

- Promote and reward positive behavior
- Boost self-esteem
- Manage challenging behavior in an assertive, non-confrontational and positive way
- Ensure fairness and encourage consistency of response to both positive and inappropriate behavior
- Promote early intervention
- Enhance learning and teaching
- Develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected and valued
- Enable all members of the school to live and work together in a positive, supportive way, promoting an environment where all feel happy, safe and secure
- Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibility to others

## **POLICY STATEMENT**

- Work with parents and the community to support students with behavior or attendance related issues
- Provide a safe and secure learning environment

## **IMPLEMENTATION**

### **TEACHERS AND STUDENTS**

- Student will be supported by developing strong and respectful relationships with their and each other.
- From year 6 all students have a clearly identified 'class teachers' with whom they will develop a significant relationship.
- Teachers have a collective responsibility for the health, safety and wellbeing of all students.

### **CRISIS PLAN**

The "CRISIS PLAN" makes clear the steps you will take in order to deal with an immediate crisis.

### **RECORD KEEPING**

- The school will maintain safeguarding [including early help] and child protection record.
- Keep clear detailed written records of concern about children [noting the date, event and action taken], even where there is no need to refer the matter to relevant agencies immediately.
- Ensure all records are kept secure and in locked locations.
- Ensure all relevant child protection records are sent to the receiving school, college or other educational establishment when a pupil moves.

Where possible and without interpretation, the exact words spoken by the child or parent/care will be recorded. Records will be signed, dated and timed by the member of staff making the record.

## **HOW TO INCREASE APPROPRIATE BEHAVIOR**

### **Provide students with structure and predictability**

- Make students' days structured and predictable and limit excessive free time.
- Transition schedules help students understand where to go and what comes next.
- Make sure there are consistent and predictable routines throughout the day.
- Break difficult school routines down into smaller steps (for example: "During lunch, I get my lunch box, line up, walk to the cafeteria, sit at the table, raise my hand for a drink, eat lunch, read a book until the bell rings, clean up my lunch, and line up."). By identifying each step of the routine, teachers can pinpoint tasks with which the student has difficulty for further instruction.

### **Use simple language**

- Use simple language and pair it with a visual, if needed.
- Always tell students 'what to do' rather than 'what not to do'

## **CONFIDENTIALITY AND INFORMATION SHARING**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

## **PHOTOGRAPHY AND IMAGE**

To protect students, the school:

- Encourage students to tell us if they are worried about any photographs that are taken of them.
- Seeks consent of the parents [for photographs to be taken or published].
- Ensure students are appropriately dressed.

## **BULLYING**

Our Anti bullying policy is set out in a separate document and is reviewed regularly. This policy is shared with staff, parents and students. Bullying can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being. All incidences of bullying, including cyber-bullying and prejudice-base bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular Intervals.

## **HERE ARE SIX SAFE AND EFFECTIVE BEHAVIOUR MANAGEMENT**

- Be Mindful of Your Own Reaction.
- Maintain Rotational Detachment.
- Be Attentive.
- Use Positive Self-Talk.
- Recognize Your Limits.
- Debrief.

## **THIS POLICY APPLIES TO ALL STUDENTS:**

- In school
- Travelling to and from school
- On all school based and Educational Visits and Activities
- When representing or commenting on the school in any capacity

## **POSITIVE BEHAVIOR WE RECOGNISE**

- Citizenship
- Tolerance
- Kindness
- Commitment
- Progress
- Achievement
- Contributions to wider aspects of school life

## **BE MINDFUL OF YOUR OWN REACTION:**

A vital component of managing difficult behavior is knowing that your behavior affects the behavior of others. What you say or do in response to an individual's behavior affects whether the behavior escalates or stops. When you are aware of this factor, and when you are equipped and empowered with others effective and respectful behavior management strategies, you are better able to de-escalate difficult behavior and help individuals regain control and make positive choices.

## **MAINTAIN RATIONAL DETACHMENT:**

When you are rationally detached, you maintain control by not taking negative comments or actions personally. Without this key ability, team members may react instinctively or defensively, which will only escalate a situation. Equipped with this skill, you are better able to defuse challenging behavior and encourage positive behavior.

### **BE ATTENTIVE:**

When people feel ignored, marginalized, or not cared for, they often act out. An effectively way to counter a person's anxiety is to validate her feelings. Pay attention to what she says. Give her plenty of personal space. Show her through your facial expressions and body language that you are listening, and you can take away her reasons for being upset and give her a reason to regain control.

### **USE POSITIVE SELF- TALK:**

Remind yourself that when you are the target of an outburst or a negative situation, you are rarely the cause of the behavior. And just as thinking, "I can't deal with this" might cause you to react one way, telling yourself, "I know what to do" will cause a more productive response.

### **RECOGNIZE YOUR LIMITS:**

Being a professional doesn't mean that you can handle everything. Knowing that you can support and backup is crucial to staying in control of your own behavior and responding appropriately. Accept your limits and keep in mind that sometimes the best decision is to let someone else take over.

### **DEBRIEF:**

Be sure to debrief after any incident. Talking about it can help relieve the stress. It's also important to

### **MONITORING, EVALUATION AND E REVIEW**

- This policy will be reviewed as part of the school's review cycle and/or if guidelines change.
- Further Information and Resources Related Policies
- Code of Conduct Policy
- Bullying Prevention Policy
- First Aid Policy
- Duty of Care Policy
- Student Engagement and Wellbeing Policy

## **FURTHER INFORMATION AND RESOURCES RELATED POLICIES**

- Code Conduct Policy
- Bullying Prevention Policy
- First Aid Policy
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## **ACADEMIC COUNSELOR**

- Inform, educate, and guide students and their parents regarding the initiative's regulations.
- Educate students about the learning methodology and monitor students' impressions about it.
- Inform parents about their role and responsibilities in the learning of their children.
- Follow up on cases of offences and document them in writing and present them periodically and continuously to the behavior management committee.
- Contribute effectively to the Behavior Management Committee, as he/she is the committee's rapporteur.
- Follow up on the implementation of all recommendations received from the Behavior Management Committee and follow up with the higher authorities.
- Implement group mentoring programs through learning to provide students and their parents with all new developments and guidelines related to the initiative.
- Follow any instructions or guidelines of the Learning Initiative issued by the Ministry of Education.