

# **BEHAVIOUR MANAGEMENT POLICY Primary School**



**PARENT-STUDENT VERSION**



## **Wesgreen International School Sharjah**

### **VISION**

**Work Insures Success**

### **MISSION**

Distinguished by its emphasis on individual attention to student success, commitment to diversity, and responsiveness to the evolving needs of our community, Wesgreen International School provides a solid base leading up to the Cambridge University external examinations and a well-rounded co-curricular education.

### **VALUES**

Wesgreen International School is committed to creating opportunities for intellectual and personal growth in an inclusive environment. We value excellence, curiosity, respect, responsibility, humility and integrity. We enhance leadership skills through hard work, and the confidence to face uncertainty in a global society.

“To embrace the cultural values and aspirations of the Emirates”

Wesgreen International School aims to respond to the needs of each individual student, developing the whole personality and fostering qualities of mind, body and spirit, feeling and imagination.

## **Aims**

Wesgreen International School aims to help each student:

- Develop a lively enquiring mind, utilising skills and abilities necessary to ensure the highest personal academic achievement.
- Develop sound social and moral values.
- Learn to respond to the needs of others; respecting other races, cultures and religions.
- Celebrate and enjoy experiences of friendship, success, happiness and shared endeavour.

A happy and successful school is one in which good order prevails and students respect boundaries. We insist on high standards of conduct, behaviour and appearance and rely on parental support to achieve this.

We expect our students to behave well, both inside and outside the school, by showing self-discipline and respect for both themselves and others. This will be their response to the ethos of Wesgreen and the homes from which they come; by their conduct they are expected to bring credit to both. A summary of our school rules is listed below. Other rules may be explained, as the occasion arises, on appropriate occasions.

All students are expected to respond promptly and obediently to the reasonable instructions of staff. Rewards for good behaviour and sanctions for poor behaviour are set out in this document.

## **School Rules**

All students are expected to follow school rules at all times. The rules contained in the student diaries, website and students/parent Handbook, summarise the expected good conduct of students in Wesgreen. These should be read and acted on by all students, parents and staff.

## **PASTORAL CARE AND THE ROLE OF THE CLASS TEACHER**

Life in this school provides many opportunities for each student to develop as a confident adult, learn to study and work with others. In Wesgreen it is important that all students feel that their individual needs are understood and that they can receive support and guidance. This is, in the first instance provided by the **class teacher** who is responsible for the academic and pastoral guidance for the students and for delivering the Life Skills lessons as and when appropriate. In this way we endeavour to ensure that no child ever feels insignificant or lost in Wesgreen no matter what their educational or social needs may be.

Teachers are expected to monitor attendance, punctuality and uniform daily. Homework is also monitored by the class teachers and parents sign the Student Diaries daily and more formally once a week. Organisers are an effective tool for home-school communication.

Students' behaviour is monitored by the class teacher to ensure that at all times the children are considerate towards other people and thereby ensuring a high standard of courtesy and conduct.

Teachers are involved in reviewing progress. This is done through daily monitoring of the child's class work, homework and also through assessment and progress evaluations.

Students are encouraged to see the value of homework and develop habits of self-discipline. All these influences help to prepare a young person for life in the wider community.

Teachers will monitor general behaviour and school work closely throughout the day. If a child is continuously disruptive or commits offences of a more serious nature the child may be placed on a Daily Report and monitored closely by all concerned. If the Daily Report card is initiated, the parents will be informed, as they too will be involved in the process on a daily basis.

Class teachers will have a list of their own classroom rules displayed in their classroom as well a copy of the discipline guidelines. The rules and guidelines will be explained to the children in the classroom and students are expected to follow them.

Student Diaries are to be checked formally once a week and class teachers will extract information from these and take necessary action (e.g. student not writing homework, not getting it signed, graffiti on the diary, etc.) by following the discipline procedure as set out below.

### **School Diary / Planner**

- The aim of the school diary is to promote regular communication with parents, encourage students to plan and think ahead, enable the school to praise good work, and encourage regular work and good behaviour.
- A school diary is issued to every student in the school and is used to record homework, merits and comments on behaviour.
- Parents should review and sign the diary every week.
- The school diary is monitored and checked daily and signed weekly by the class teacher.
- The diary is a vital means of communication between school and home.
- If the diary is lost, it will be replaced; however there will be a charge for this and it may not be possible to recover some of the information such as number of merits.
- Students must have their school diaries with them every day and place them on top of the desks during each lesson.

## **Student Leadership/Prefects at Wesgreen Primary**

At Wesgreen Primary, we have a group of Prefects consisting of twelve Grade 4 Prefects, four House Captains, a Head Boy/Girl and a Deputy Head Boy/Girl. All candidates deemed to be ideal for their respective roles are interviewed by the Assistant Deputy and Deputy Head. The purpose of the interview is to ensure that each child is given a fair chance to discuss why they would like to be a prefect, what they would do as a prefect and how they would lead by example. The children are also asked to write a letter as to why they would like to be a prefect. This letter is submitted to the Deputy Head.

The Deputy Head then decides who the prefects will be. The prefects as well as the Head Boy/Girl are announced at the next assembly. The prefect's roles are of leadership and responsibility. Prefects should lead by example, monitor the behaviour of the other children at the playground and inform the class teacher or Deputy Head of children who are misbehaving. Prefects are elected again in term 2.

It is envisioned that children who have been appointed as prefects will fulfill their duties responsibly and develop a strong sense of self-confidence and self esteem.

## **Wesgreen Primary Houses**

The house system aims to encourage school spirit, pride and unity. It is an effective way to promote effort and positive social behaviour amongst the students and around the school. The house system provides an opportunity for the children to develop leadership skills and responsibility, and to provide a role model to younger students. It also encourages student participation in sporting and cultural extra-curricular activities.

House groups draw the members of the house closer together and develop bonds between members no matter what age or background or class. They will promote healthy competitions and develop leadership skills. They will promote a sense of belonging to each other.'

There are four houses:

<b>Leopards</b>	-	<b>Red</b>
<b>Falcons</b>	-	<b>Green</b>
<b>Scorpions</b>	-	<b>Black</b>
<b>Vipers</b>	-	<b>White</b>

House captains are appointed at the start of the year for Grade 4. The nominees are introduced to each class and the children will vote for the house captains by secret ballot. House points are awarded by the teacher based on a particular house's performance throughout the week. The house points from each house are then tallied up by the house captains before assembly. The house with the most points at assembly wins for that week. The winning house is announced at assembly that week.

Houses usually compete against each other at events such as camp and are awarded house points based on their performance.

Academic and non-academic house points will contribute towards the overall positions of the houses.

The best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of students is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual

respect between students and between staff and students will lead not only to harmonious relationships but also to the fulfillment of the students' potential both academically and socially.

### **Rewards System**

Rewards can act as a thank you or as a target or motivator for students to work to. They can also inform parents as to student's progress at school.

These are designed to celebrate success at every level in all aspects of a student's life. Teachers are encouraged to offer verbal praise and encouragement when appropriate.

### **Aims:**

- To encourage every student to work to his/her best ability across the curriculum by producing high quality work
- To reward a consistently good effort or outstanding piece of work
- To raise academic standards in the School by conspicuously valuing outstanding effort and achievement
- To encourage good behaviour

By recognising, rewarding and celebrating quality work.

- Students learn more if they have high expectations, self-confidence and determination. Competition against others is a powerful motivating force for many students.
- Positive reinforcement of good work is the most powerful means of improving the quality of a student's performance. Positive reinforcement identifies strengths and challenges weaknesses. Academic achievement must be measured against a child's own ability, the more able the child the more we should expect.

### **Certificates**

Certificates are awarded each week at assembly for students who showed effort and diligence in many different areas including, but not exclusive to, general behaviour, class work and homework, projects and test scores. The certificates are presented to the children each week at assembly.

### **End of year award**

Towards the end of the academic year children who performed excellently throughout the year will receive an award as recognition of their academic work. Awards are also given to the children who had a 100% attendance record throughout the school year.

### **Sanctions**

Below is a copy of the primary section's discipline guidelines.

### **Discipline guidelines for Grades 2 to 4**

In-class discipline: unacceptable behaviour is considered to be any of the following

- **Talking out of turn**
- **Leaving the assigned seat**
- **Talking back or challenging the teacher**
- **Disturbing other students**
- **Not bringing required books etc. to class**

- **Turning up late for class**
- **Using someone else's things, without permission**

**Aim:** To improve line-up, corridor and in-class behaviour.

**Method:** This is a 5-step programme. If a student displays unacceptable behaviour, he/she will begin on step one (warning). If this behaviour continues, he/she will move along the steps and subsequently face known consequences.

Each day, any names will be removed from the whiteboard and students will all have a 'fresh start'.

**Step One:** Student's name is written on the whiteboard in class. (First warning).

**Step Two:** A negative mark (X) is written next to the student's name. (Second warning).

**Step Three:** If the behaviour continues the teacher informs the student that he/she will stay inside with the teacher during the following break time when the teacher has no duty. During the break the student will complete a letter of apology which will be forwarded to the Deputy Head of building.

**Step Four:** After 3 letters of apology the student will go on daily report. Parents will be informed. The report card must be favourable in all areas at the end of the day or another will be issued for the following day. The daily report must be taken home and signed by the parents.

**Step Five:** After 3 consecutive negative report cards (two yellow, followed by a red)

- the student will be excluded from PE, music, art, IT and activity for one week at the discretion of the teacher.
- Parents will be invited to school to meet with the teacher.
- If the student's behaviour improves during the week the class teacher may allow the student to participate in the aforementioned lessons.

**For the following offences skip immediately to step 4.**

- **Using bad language and /or hand signals**
- **Slapping / hitting another student**
- **Fighting / kicking**
- **Stealing**

If, after a meeting with the parents, the same behaviour continues then the student in question will face an **in house suspension from classes**.

### **Daily report card**

The daily report card will be issued to students who have moved onto step 4 or who have committed more serious offences. The report card is issued to the child for consistently disrupting the class by talking to and bothering other children. The report card must be favourable in all areas.



Worked at an acceptable pace ينهي عمله بسرعة مقبولة												
Worked without disturbing others يعمل دون ان يزعج الآخرين												
Interacted well with other children يتفاعل بشكل جيد مع الطلبة الآخرين												
Interacted well with the teacher يتفاعل ويشترك في الحصة												
Teacher's signature												

Class teacher's signature:

Head of School's signature

Parent's signature:

**Students and Parents must be aware of the following school policies:**

**Attendance and Punctuality  
Registers (main registration in the morning)**

Every student should be punctual for the start of the school day. Line-up is at 7.55 am every morning.

The back gate will be closed at 7.55 am sharp and the students arriving after 7.55am will be allowed to enter the school via reception, sign in and join their form group, but will be marked late on their register.

Students line up with their teachers in the morning during assembly time. Line up is at 7.55am and any student coming after this time must enter the school via reception, sign in and join the class and be marked late.

The main school gates will be locked at 8.15am and any student arriving after that time will not be permitted to enter the school campus and they should return home.

Absences are authorised if parents inform the legitimate reason for the absence either prior to the absence or immediately after the absence (written explanation or a telephone call to the office).

The register will be used in the event of an emergency and fire alarms.

The numbers of time students are late or absent (including unauthorised absences) will be reported to parents in the short and long reports and submitted to the Ministry of Education at the end of the academic year.

From September 2010, teachers will also be responsible for collecting absence notes during registration time. They will file these and authorise absences by using the appropriate codes such as 'M' for medical. It is the teacher's responsibility to remind students to bring absence notes to authorise absences. The school will follow up on absences (on the third day a telephone call is made to enquire about the reason for absence).

Teachers will also be responsible for providing statistics for the short and long term reports (including the number of absences, number of unauthorised absences and number of lates).

## **Attendance / Truancy**

Unexcused Absence/Truancy- If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class or misses a lesson without permission of the Head of Building, it will be considered to be an unexcused absence (truancy)

For a student who is within the school premises:

- First time offender; a warning or a quiet word from the teacher and a negative note in the planner will be deemed to be sufficient.
- Further incidents of truancy will result in a student being placed on one-day report. Parents will be required to attend a meeting with the Deputy Head of Building and School Counsellor.

For a student who is absent from school without the knowledge of the parent, the following procedure shall apply

- The parent shall be informed immediately and asked to come to school for parent-teacher conference
- The student will be placed on a one-day report with clearly set targets.

## **Why is homework important?**

Homework is a vital part of every student's education. Homework is valuable for the following reasons:

1. It can help students to make more rapid progress in learning.
2. Consolidates and extends the work covered in class.

3. Gives an opportunity for independent work. It can allow students to develop the practice of working on their own without the constant presence of the teacher or other students on the one hand and the external discipline of the timetable, etc. on the other. This way of working is vital at the later stages of secondary education and after.
4. Work at home can provide the quiet and private conditions needed for creative and thoughtful work of all kinds.
5. It can allow students to use materials and other sources of information that are not always available in the classroom. This way, students access resources not available in the classroom and prepares them for new learning activities.
6. It can involve parents and others in the students' work for their mutual benefit. This engages parental co-operation and support and creates channels for home-school dialogue.
7. It can give opportunities for long term research and other work and in the process develops their research skills.
8. It gives students valuable experience of working to deadlines and facilitates staff with their marking schedules. This enhances their study-skills e.g. planning, time management and self-discipline.

### **The nature of the homework**

The nature of the homework will vary between year grades. Marking homework forms an integral part of our assessment. We aim to return marked homework for the students as soon as possible, for inclusion in that topic of work and whilst the exercise is fresh in the student's mind.

All subjects set homework in a regular, weekly programme. Teachers aim to set tasks which challenge students and are relevant to the work in progress. We see homework as an important part of our school routine because it extends class work and encourages students to develop the techniques for independent study. The principles set out here are followed by all teachers.

Teachers will ensure that homework is set regularly and is an appropriate and relevant extension of the work done in class. The work is marked within a week and feedback given for student improvement. This can be used as part of the continuous assessment scheme. Some time is set aside in class for students to write Homework in their diaries. Details of the homework tasks will be written on the board.

### **Provision of homework.**

1. At the start of every week children are given a certain amount of spelling to memorize for the following week.
2. Throughout the week Grade 2 students are given Arabic, Islamic, Math and English homework.
3. At some point during the week Grade 2 students must create ten sentences using the weekly spelling plan.
4. The Grade 3 and 4 students receive all of their homework at the beginning of the week, which must be completed by the end of the week.
5. The teacher may give extra homework if he/she feels certain children need it.

### **How can parents or guardians help with the homework?**

1. Check that the homework details are filled in clearly and regularly in the homework diary. There is space in the diaries for your weekly signature and comments.

2. Help your child organise his or her time to best advantage so that things are not left to the last minute or even forgotten.
3. Try to make sure that there are suitable working conditions at home.
4. Take a positive and active interest in your child's work rather than just insisting that it is done.
5. Let the students inform the teachers if there are problems with homework that cannot be resolved. Perhaps your child seems to be doing too much, or not enough, or is finding it too easy or too difficult. Contact the relevant subject teacher in the first instance. The form tutors will also be glad to help.

### **Homework sanctions.**

When the homework is not done the following sanctions may be applied:

- Subject teacher discussion with student
  - Informing the Assistant Deputy Head
  - Informing parents via diary
  - The student will be given extra work to be completed at home.
- In the case of persistent refusal to complete homework parents will be required to attend a meeting with the class teacher and Assistant Deputy Head/Deputy Head of Building.

### **Uniform**

A dress code/uniform creates a positive school climate. All students are to abide by the school dress code which meets standards of neatness in grooming, uniformity in our school's image, and pride in our school. Parents are required to enforce the school uniform policy. The description of the uniform can be found on the school website.

All students are expected to be in full school uniform each day, including travelling to and from school and on days where trips are taken. On days where PE is timetabled and on Activity Day school uniform PE kits are worn. Students come to school in PE uniform and remain in that uniform for the remainder of the day.

The only exception to the wearing of full school uniform will be scheduled on non-uniform days.

Undershirts must be white, without printing or logos on them. On non-uniform days appropriate and modest clothing must be worn. Jeans with holes and knee-length walking shorts may not be worn.

Large or excessive jewellery is forbidden. (Girls: only ears may be pierced and one small stud may be worn in the lobe of the ear. Unusual styles overtly coloured hair is not allowed. Make-up and nail varnish is not to be worn. Body markings and other piercings are not permitted.

Class teachers and senior staff will check the uniform every morning during assembly line-up. If the policy is not adhered to, the following sanctions will apply:

- 1<sup>st</sup> infraction: Note in the diary by the class teacher to be acknowledged by the parent and returned to the teacher the following day.
- 2<sup>nd</sup> infraction: Meeting with the Assistant Deputy Head.
- 3<sup>rd</sup> infraction: Telephone call home to the parents.
- 4<sup>th</sup> infraction and beyond: Students sent home.

Persistent offenders not adhering to the school dress code will be subjected to the same Wesgreen Disciplinary Procedures as above.

### **Fighting/Assault**

School operates a “no tolerance” policy for fighting or assault. This includes ‘play-fighting’. The school will thoroughly investigate all incidents of fighting and/or assault. Where it is clear both parties were responsible for the fighting both parties will go on daily report. Parents will be informed. The daily report must be taken home and signed by the parents.

Bullying is repeated unreasonable behaviour directed towards another student, or a group of students, or staff member. It often happens in front of other people and usually includes name-calling, mocking, kicking, taking belongings, writing or drawing offensive graffiti, interfering with people’s belongings, gossiping, excluding people from groups, and threatening others.

Any form of bullying in class or outside class is strictly forbidden. This includes cyber-bullying: making offensive and hurtful comments about other students or the school on-line. All students should know what the school policy is on bullying and expected to report all incidents relating bullying behaviour to staff. Wesgreen staff makes a commitment to all students that each reported incident will be taken seriously and dealt with sensitively. Students and parents are assured that necessary action will follow in accordance with the school’s separate anti-bullying policy.

### **Mobile Phones**

We strongly discourage students bringing mobile phones to school. The school has set up a scheme whereby mobile phones may be handed over to the administration at the start of the day and returned at the end of the day. Any students seen with a mobile phone or other electronic device during the school day and on school grounds or premises will be severely reprimanded and the device confiscated. The device may not be returned until the end of the academic year. The school cannot be held responsible for any stolen or lost mobile phones or other such devices.

### **Damage to property**

All students are expected to respect school premises and property of other members of the school community at all times. If any student in the school carelessly or wilfully damages school property or that of any other person within the school premises, the parents of the offending student shall be informed via a phone call and by letter.

The following sanctions shall apply depending on the severity of the damage:

- Where the damage is slight e.g. graffiti, the student will be required to complete community service for a period of one week, reporting to senior staff.
- In more serious cases, the student will be placed on internal exclusion until the parent meets the cost of replacing the damaged property.
- Depending on the nature of the damage, the Headmaster or the Head of Building may apply further sanctions as appropriate, up to and including external exclusion.