



Behaviour and Anti-Bullying Policy

Rationale

A Consistent Approach to Behaviour Management

This policy sets out an approach and principles that all staff are expected to uphold. We believe in the importance of offering choices to students that encourage mutual respect and foster self-responsibility.

Aims and Objectives

- To deliver the expectations for behaviour consistently throughout school
- To teach students the expected behaviour codes in and around school
- To praise and reward positive behaviour
- To actively challenge poor behaviour and bullying
- To teach students to recognise poor behaviour and bullying

School Leadership

We are committed to supporting high standards of behaviour. Students are able to voice their opinions about behaviour in school and help to strengthen school policy. All teachers develop positive relationships which enables a more personal approach to dealing with unacceptable behaviour. The principal will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with all guidance relating to behaviour in school. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that pupil and staff emotional wellbeing is not compromised.

Classroom Management

Classroom management is key to promoting good behaviour. All classrooms will have:

- A positive classroom approach
- Clear classroom rules displayed which have been agreed by the teacher and the class
- Clear expectations about work and work that is set at an appropriate level for the child
- A visual timetable (where appropriate) so children know what is planned for the day
- An attractive, tidy, well-cared for environment
- A well-planned environment so that children can move easily and find resources
- Class lists and details of students (with due regard to information sharing principles) who are being supported with their behaviour available for cover teachers so that consistency can be maintained
- Strategic seating arrangements for children when working on the carpet or at a table

Rewards and Sanctions

Rewards

Rewards are used to support class and team-working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at The Arcadia Preparatory School, children should expect to receive regular praise from all adults that they come into contact with. Class teachers are encouraged to agree rules with their new classes and use a range of strategies as incentives for the students to behave well.



Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise
- Written remarks about good work
- Stickers
- Sending children to another teacher or the SLT to share their work/good behaviour
- Displaying students' work and achievements
- Certificates to celebrate children's success (for behaviour and academic achievement)
- Principal note or postcard sent to home address for achievements
- Star of the Week certificates or Dojo Master certificates
- Celebration Assembly
- Dojo points/House points

Sanctions

When a pupil's behaviour falls below an acceptable standard, clear warnings, and if necessary, sanctions, will be enforced. Through working closely and openly with students and their families, it is our aim at The Arcadia preparatory School to resolve behavioural issues at the earliest possible stage. Children are given verbal warnings to explain the consequences of inappropriate behaviour which is enforced by use of *The Traffic Light System*.

Using this system, a child will receive a verbal warning, if the behaviour continues children will move down to orange and will miss 5 minutes of their break time. It is important to note that if the child redeems their behaviour they must be immediately be moved back to green. If a child gets a second warning, and therefore goes to red, they will miss all of their playtime and 10 minutes of golden time, or longer based on the teachers' professional judgement and must visit their Year Leader. In order to ensure children have the opportunity to improve their behaviour, they will return to orange and the remainder of the day will be for them to get back to green.

If the inappropriate behaviour persists - the class teacher will discuss the next steps with their team leader and parents will be informed. In more extreme cases, the child will be given a report card and have to check in with a member of SLT at the end of every day until deemed necessary to stop.

Arcadia Values

The Traffic Light system must be visible in each classroom and adhered to, in line with the Behaviour Policy. Positive language should be used at all times referring specifically to our Arcadia Values and Language Skills. Classroom rules are decided by the teacher and children of each class and displayed so that they may be referred to regularly. The Arcadia Values and related Learning Skills are to be displayed and discussed regularly so that children are aware of what they are and what they mean.

Continually low attendance will result in an email from school and families of the lowest attendance will receive a phone call. The school continues to work in partnership with families to improve attendance.

Golden Time

As a method of rewarding the fantastic behaviour in our school, we have introduced Golden Time, this will take place in every class during the last lesson on a Thursday. Each child will choose which activity



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they would like to do on a Sunday morning. The activities can be based within your own class or can be spread across the classes in your year group. If a child is placed on red at any point during that week 5 minutes will be removed from their golden time. From Year 2 upwards if a child is placed on orange, 2 minutes will be removed. There will be a visual representation of this in each class.

Anti-Bullying

The Arcadia Preparatory School is opposed to bullying and actively works together to prevent it. Bullying is unacceptable and damages children and adults. It is often repeated over time and intentionally hurts another pupil or group physically or emotionally and can be motivated by prejudice against particular groups.

Our school recognises the seriousness of bullying in causing psychological or physical damage. For this reason, we seek to promote good behaviour in all that the students do, rather than merely deter anti-social behaviour. It is recognised that no school is likely to be completely free from incidents of bullying from time to time but this school regards bullying as serious and firm action will always be taken against it.

Strategies to Prevent Bullying

- To have a school-wide programme regarding anti-bullying, covering assemblies and Moral Education that informs and educates students about the issues related to bullying and gives them strategies to deal with situations they might encounter
- To help students through advice and counselling, to make the right choices and not succumb to peer pressure
- To listen to all parties involved in incidents and always take allegations from victims seriously
- To reassure students that the school will do all in its power to protect and support all parties involved while the issues are being resolved
- To foster, by example, the values in which we, as a school, believe
- To investigate all incidents as fully as possible
- To use a range of strategies which challenge bullying behaviour
- To include within the curriculum, opportunities to discuss and consider bullying and other forms of anti-social behaviour
- To identify bullying behaviour at the early stages and work towards behaviour modification before the problem becomes more serious

Reporting Bullying

As a school we will:

- Encourage victims and witnesses to speak up
- Treat incidents seriously however trivial they might seem at first
- Be alert, as a whole staff, to changes in behaviour, attitude and well-being, reporting these immediately to the appropriate members of staff

Respond to Bullying

As a school we will endeavour to:

- Take all bullying problems seriously



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- Deal with each incident individually and to access the needs of each student separately
- Regard all incidents as potentially serious and investigate them thoroughly
- Ensure that bullies and victims are interviewed separately
- Obtain witness information
- Keep a written record of the incident, investigation and outcomes which should be recorded on the Incident Reporting Form and copied to the relevant staff

- Ensure that action is taken to prevent further incidents. Such action may include: Imposition of sanctions; Obtaining a sincere apology; Informing parents of both bully and bullied; Provide support for both victim and bully

Policy Implemented: Draft introduced on March 2016

Policy Responsibility: Principal and Head of Primary

Policy Review Date (1): March 2017

Policy Review Date (2): March 2018

Policy Review Date (3): August 2018

Next Policy Review: May 2020

Policy Link: Safe guarding Policy, Health and Safety