

JBS Whole School Behaviour Management Policy

2025 - 2026

Policy Title: <i>Inclusion (Determination) Policy</i>					
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1. The JBS Vision, Mission and Core Values

Vision:

Our vision is to be a school of good character, excellence and outstanding performance.

Mission:

Our mission is:

- To ignite passion, purpose, and curiosity in our students.
- To promote wellbeing within our community.
- To provide an IB education with high expectations that is innovative, internationally minded, and inclusive.

Core values: The 4 R's

- Responsibility
- Respect
- Resourcefulness
- Resilience

Definitions of our mission and core values:

Our mission:

Wellbeing: promoting self-awareness, self-control, empathy, social skills and personal responsibility.

Innovation: promoting critical thinking; communication; collaboration; and creative problem-solving skill.

High expectations: promoting learner resilience; the capacity to reflect and act on feedback; pride in work; and a belief to exceed.

Inclusion: promoting a diverse learning community; knowing and motivating each learner through differentiation.

International mindedness: promoting a respectful attitude to self and others.

Core Values:

Responsibility: I am accountable for my actions and stand up for what is right

Respect: I treat myself, others, and the environment well.

Resourcefulness: I find innovative solutions for positive outcomes

Resilience: I do not give up in challenging situations and help others to do well

2. Rationale

This school wide policy sets out the philosophical approach to Behaviour Management at Jumeira Baccalaureate School (JBS) and is in accordance with the school's Vision, Mission and Core Values and the IB educational philosophy.

The JBS Behaviour Management Policy aims to encourage the development and maintenance of positive working relationships between all members of our school community. These relationships aim to create a safe, harmonious, and co-operative working environment in which all individuals are to be valued and treated with respect. Students are encouraged to take ownership and individual responsibility of their own behaviour to ensure that all students feel safe, secure, respected, and valued.

The policy outlines the whole school approach to behaviour management ensuring that approaches are applied consistently across the school, taking into account students' phase, barriers to learning, cultural, contextual and sensitive information. This policy should be used in conjunction with the Safeguarding Policy, Taaleem Positive Handling Guidance and the School Friendship Policy

3. Scope

Positive behaviour is integral to all teaching and learning and in providing a healthy and safe environment for students to be able to enjoy and achieve their full potential in their learning. It requires all school staff, students and parents to comply with the policy to ensure positive behaviour is promoted with clearly stated standards of expected behaviour. It will ensure that when an issue arises that they are dealt with fairly and consistently. In practice, there may be differences in how this is applied throughout the various stages in the school, but the philosophical commitment to positive behaviour will remain consistent.

4. Key Definition

- **Behaviour** – The way in which a person behaves in response to a particular situation or stimuli's, particularly towards others.
- **Challenging Behaviour** – Behaviour that either interferes with the safety or learning of the other students or school staff.
- **Unacceptable Behaviour** – Acting in a way that is unreasonable, regardless of the level of someone's stress, frustration or anger.

5. Policy

This Behaviour Policy provides a coherent and linear approach to Behaviour Management across the whole school that is applied consistently.

6. Roles and Responsibilities

Staff Training

Each academic year the JBS Behaviour Management Policy will be shared, and training will be given to all new and returning staff members during the induction week to ensure that all information is shared consistently. When new colleagues arrive mid-year training will be provided for them as part of their induction process. This will be delivered by the pastoral lead for Secondary / Primary.

The School Community (Leaders and Staff)

Staff at JBS embody and reflect the values of the school and maintain the highest standards linked to behaviour management by being consistent in their approach and in adhering to the guidelines published. The aim is to create and maintain a calm and welcoming environment in which high expectations lead to a community of fairness and respect.

Students

Students are expected to adhere to the expectations of the school behaviour policy, as defined by the school's core values; 4R's. individually and collectively for their actions. Students will be invited to offer opinions of the guidelines they are expected to follow. When it is recognised that students are not adhering to the expectations clear and consistent responses will be applied to ensure a transparent approach.

Parents

Parents are expected to support the school in maintaining the highest levels of respect in supporting their children to take responsibility for their actions and behaviour. Parents are seen as crucial, collaborative partners in maintaining the highest levels of behaviour management. Whenever there is a concern regarding behaviour, clear lines of communication will be established between parents and JBS. Should they have a concern regarding behaviour they are encouraged to raise this directly with the school following the guidelines in the **Parent and Student Handbook** – this is to be shared and available to all parents.

In dealing with unacceptable behaviour, it will always be emphasised that it is the behaviour that is unacceptable rather than the student himself / herself. The behaviour needs to be modified for the benefit of both the student and others.

7. Managing Student Behaviour: Discipline with Dignity

JBS students and staff are expected to model the Learner Profile in their behaviour; in doing so, their behaviour should exhibit a caring, principled, reflective, and open-minded approach towards others, themselves, their school, and the greater community. The approach to managing behaviour is supported by several fundamental beliefs and principles. The Behaviour Procedures Flow Chart is on display in each class, published in the school's Parent and Student Handbook and the Behaviour

8. Rewards and Consequences – Levels of behaviour for JBS Students

At JBS we categorize behaviour in to four different levels. Please see levels of behaviour table below:

Level	Explanation of levels
1 Motivation is internal	Highest level of appropriate or acceptable behaviour: - Displays a strong match to the IB Learner Profile and the 4 Rs (JBS Core Values) - Demonstrates self-discipline, initiative and responsibility - Does good things because it is the right thing to do - Displays a desire to learn- completes work because it is in one's self-interest ➤ <i>House points and IB Learner Profile Recognition – through Celebration Assemblies</i> ➤ <i>Reward events and trips.</i>
2 Motivation is external	Appropriate or acceptable behaviour: - Displays most attributes of the IB Learner Profile and the 4 Rs (JBS Core Values) - Considerate - Complies - Conforms to school rules – connected and involved with others. - Completes work when an adult is nearby – applies effort to impress or satisfy others- to get a good grade. ➤ <i>House points and IB Learner Profile Recognition</i> ➤ <i>Reward events and trips</i>
3 Must be reminded to behave	Neither appropriate nor acceptable behaviour (see examples below) - Consistently inappropriate behaviour in class - Disruption – shouting out, speaking over others, being out of their seat without permission. - Arriving more than 5 minutes late to a lesson - Defiance - answering back. - Disrespect to others or the environment - Interfering with others' belongings. - Inappropriate language – name calling. - Being unkind - Not giving someone physical space - Public displays of affection

	➤ Please see flow chart issued to students and displayed in classrooms for consequences for the above Level 3 behaviours. ➤ CPOMs issued for Level 3 behaviours if students are reminded twice in a lesson or around school. ➤ 10 or more CPOMS results in a written warning letter filed on students records and afterschool detentions.
4 NO RULES	Lowest level of behaviour (see examples below) • Repeated Level 3 offences • Bullying, harassment, and intimidation of others • Verbal or physical abuse of a member of staff • Unsafe work practices • Unacceptable language • Racism • Physical contact – pushing & shoving. • Fighting/Assaulting someone • Misbehaviour in public while representing the school • Leaving classroom or campus without permission and unaccompanied • Misbehaviour on the school bus • Theft • Truancy • Possession or use of tobacco, vaping , alcohol, and drugs ➤ Meeting with parents and Reminder of Expectations Letter issued. ➤ Written warning letter issued. ➤ 1-10 days suspension from school issued depending on severity, premeditation, repeated incidents, level of harm caused to member of JBS community.
Other undesired behaviour and consequences issued	
Failure to wear correct or tidy school uniform	Stage 1 – 1st infringement; Email will go home. CPOMS issued Stage 2 – 2nd infringement; Email will go home; student will be issued a breaktime reflection and parents will be contacted to arrange for the correct uniform to be brought into school. Stage 3 – 3rd and continued infringement; Email will go home; an afterschool reflection issued and a Reminder of Expectations letter filed.
Mobile phones being visible and or using mobile phones on the school grounds before 2:50pm	Stage 1 – Phone confiscated till the end of day and email sent to parents. Stage 2 – 2nd confiscation, email home and parents or adult family representative expected

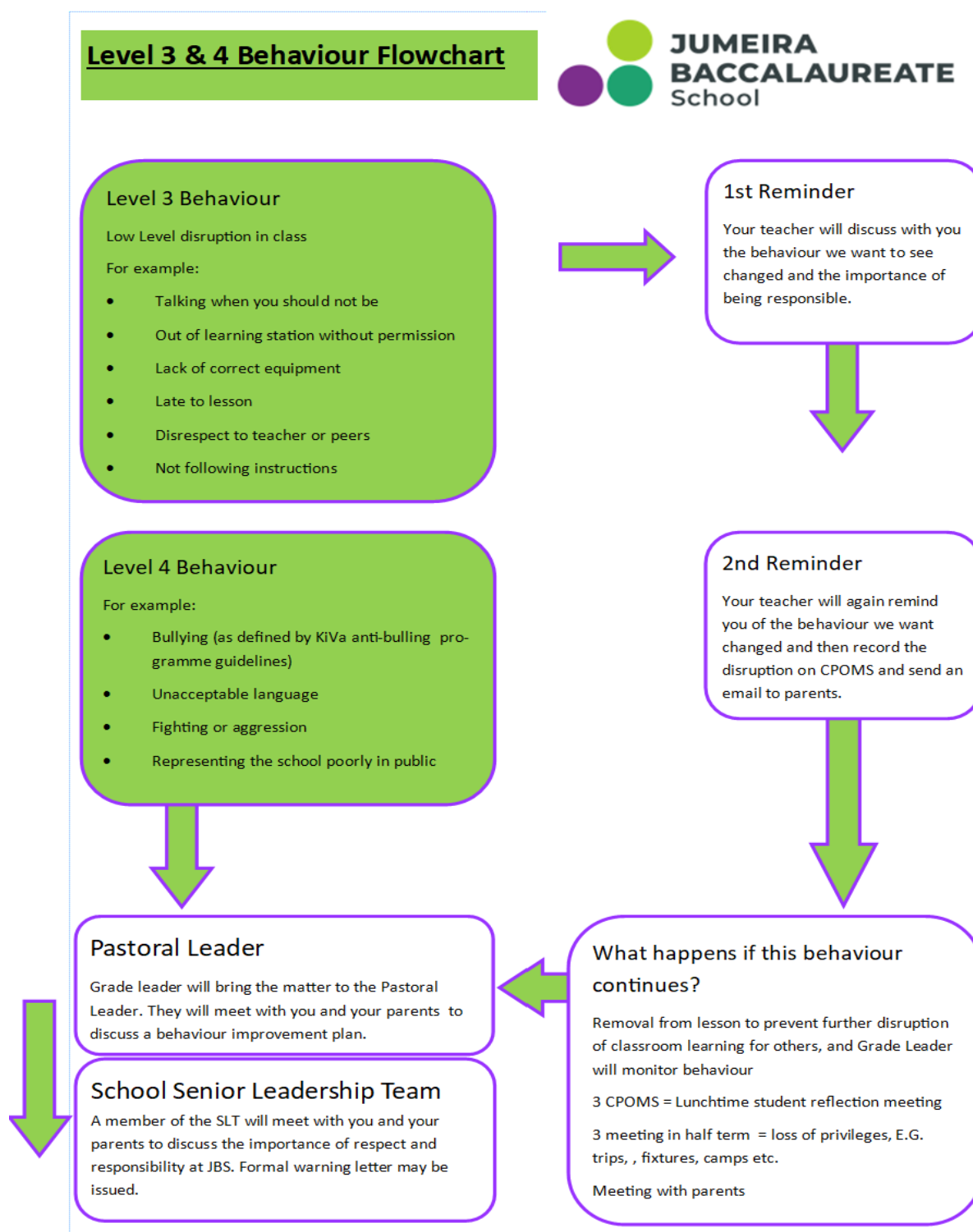
	to come and pick up phone. Student issued a breaktime reflection Stage 3- 3rd confiscation, email home, parents or adult family representative to pick it up and 1-week mobile phone ban. Student issued a Reminder of Expectations letter.
Unauthorized use of electronics	1. Student will sign a letter of understanding Second offence; student's device will be confiscated for the day.
Violation of Academic Integrity Policy	See Academic Integrity Policy

9. Classroom Expectations

The basic rules regarding classroom behaviour are posted in all classrooms. Students in secondary school are expected to learn to adapt to the different expectations of different classes and teachers.

10. Behaviour Procedures Flow Chart

For the policy to be consistently implemented the following procedures will need to be followed.



11. Conflict Resolution and Restorative Approach

When there is a situation of conflict JBS strives to resolve these incidents in a manner that allows each person involved in the incident to recognise their role and responsibility and advocates a restorative approach to such incidents.

What is restorative practice in school?

'Restorative practice is a proactive way of working WITH people, not doing things TO them, not doing things FOR them and NOT being neglectful and doing nothing at all' (Wachtel and McCold, 2001, p. 117)

In instigating a restorative conversation with a student the following questions could be used:
What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done?

In what way have they been affected?

What do you think you need to do to make things right?

12. Reporting and Recording of Behavioural Concerns – CPOMS Guidance

CPOMS is a secure reporting system used in JBS for all Safeguarding and Behavioural concerns. Staff are trained at the start of the year on how to use it and can utilise the user guide to refer to during the year. If staff need further support or have any issues using CPOMS they can contact Denise Kenny (dkenny@jbschool.ae).

Expectations

- Recording incidents on CPOMS is the responsibility of the staff member dealing with a specific concern.
- When recording, as much detail should be included as possible.
- Any outcomes or actions they have taken, as detailed in the behaviour hierarchy must be included.
- Incidents should be referred to designated colleagues as detailed in The Behaviour Management Hierarchy documents (see appendix 1 and 2)

13. Responses to Bullying at JBS (see School Friendship Policy)

At JBS, we strive to ensure a safe environment for all members of the school community and to promote healthy relationships.

'Bullying is intentionally and repeatedly causing distress or harm to the same individual. It is difficult for the bullied child to defend themselves due to a power imbalance between the parties involved' JBS definition of Bullying as guided by the newly adopted anti-bullying programme called KiVA.

These behaviours are not tolerated, in any form, and all members of the community are expected to enforce the friendship policy. Students are encouraged to approach a supervising adult to intervene in the case of bullying. The KiVa anti-bullying programme, implemented in

the academic year 23 24. The programme is designed to support the prevention of bullying and to tackle any cases of bullying effectively.

JBS takes concerns and allegations of bullying extremely seriously and is committed to fully investigating using the KiVa screening tool and resolving these concerns.

The School Friendship Policy highlights the responses and actions, to all forms of identified bullying.

‘Cyber bullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies, or mobile phones.’ (Definition taken from www.stopcyberbullying.org 2007).

JBS students are expected to act with respect and concern for others both inside and outside school hours. Please visit <https://beatthecyberbully.ae/>. In addition to incidences at school, cyber bullying may also occur off-campus or outside of school time.

If cyber bullying takes place within school and adversely affects the safety and wellbeing of a student then the students who commit cyber bullying will be subject to the consequences for bullying in the JBS Friendship Policy. Furthermore, if cyber bullying occurs outside of school hours JBS is committed to supporting students and parents.

14. Monitoring and Evaluating School Behaviour

Roles and responsibilities:

- The Deputy Head of Primary / Deputy Head Whole School – Pastoral are alerted to all CPOM incidents and monitors daily and supports/intervenes when Level 4 behaviours are recorded through discussions with appropriate staff members or the relevant phase pastoral teams.
- Grade leaders monitor CPOMS weekly and track consistent concerns.
- Pastoral leads meet with their respective phase grade leaders once a week to discuss pastoral concerns – students of concern / behaviour are agenda items within their weekly pastoral meeting.
- Minutes are shared from the grade leader meetings with the Schools Leadership Team (SLT), as an agenda item cause for concern students are shared and actions for the more high-level behaviour incidents are discussed.

15. Communication with Parents / Carers

At JBS we believe that the education of each student is a shared responsibility between the school and the parents / carers. JBS strives to ensure that we celebrate many of the achievements of students and often these positives will be communicated with parents either via a phone call or email.

Similarly, we aim to inform parents of any poor behaviour choices at the earliest opportunity. Our aim is that parents / carers and other stakeholders are fully informed of any concerns or issues and this communication will be via either a telephone call or email or both. A phone call or email in this regard, should not be interpreted as an indication of the seriousness of the incident or the need for parental action. This contact may be a telephone call to let a parent

know that an incident has been dealt with at school, but their child may be upset or wish to talk about it.

In more serious cases, a formal letter or an email from a senior leader may be sent requesting a meeting to discuss the incident. This would usually be supplemented with a less formal telephone call. While we do understand that attending school for a meeting can be difficult, we do believe that there is an inherent power in addressing issues together, in person. The views of parents, with regards to how to address issues, will be considered but in all instances this policy will be preeminent.

16. Suspension/Exclusion

JBS works in line with KHDA guidance and consider the following definitions when relating to exclusion. Exclusion is used as a last resort and will be used as a means of allowing certain situations to be fully investigated or to maintain the health and safety of the school community. It will also allow students time to reflect allowing them to recognise what they could do differently in the future.

Exclusion can mean many things:

- I. Suspension from activities – a student is not allowed to attend certain activities because of challenges that contravene the behaviour expectations of the school. Parents will be informed in advance to ensure the safety of the student is considered.
- II. Suspension from lessons - a student is removed from class for a fixed, short period of time. Should a student be excluded from a lesson they will not be left unattended and will be expected to complete any work set during this time.
- III. Suspension from school – a student is not allowed to attend school for a fixed period of time – minimum 1 day to a maximum 3 days usually for Level 4 behaviours.
- IV. Permanent Expulsion – a student may be asked to leave the school immediately or may not be permitted to return to JBS in exceptional circumstances. Should this be the case, guidance, and approval from the KHDA will be sought. Examples of when a permanent exclusion may be considered include:
 - An incident of unlawful behaviour on the school campus.
 - Unlawful behaviour, away from school but directly effects the reputation of JBS or Taaleem.
 - Continuous breaches of the expectations, as set out in this policy, following the issuance of three warning letters.

Following a period of exclusion students will be supported in reintegrating back into lessons and activities and, depending on the severity of the incident this will be facilitated by either the Homeroom teacher, Grade Leader, Senior Leader or Activity leader.

17. Guidance for Excursions and School Visits – (including overnight and overseas visits)

During excursions and school visits students are expected to adhere to overarching expectations of the JBS Behaviour Policy.

Where there are specific health and safety expectations associated with any excursion or visit, these will be shared with students and parents as part of the process that is undertaken when agreement to attend these trips is sought from parents.

The school reserves the right to refrain from allowing a student to attend any excursion or school visit whereby a risk assessment has been completed with regards to the students behaviour trends and records.

18. References

Behaviour in schools: advice for Headteachers and school staff: **Department for Education 2022**

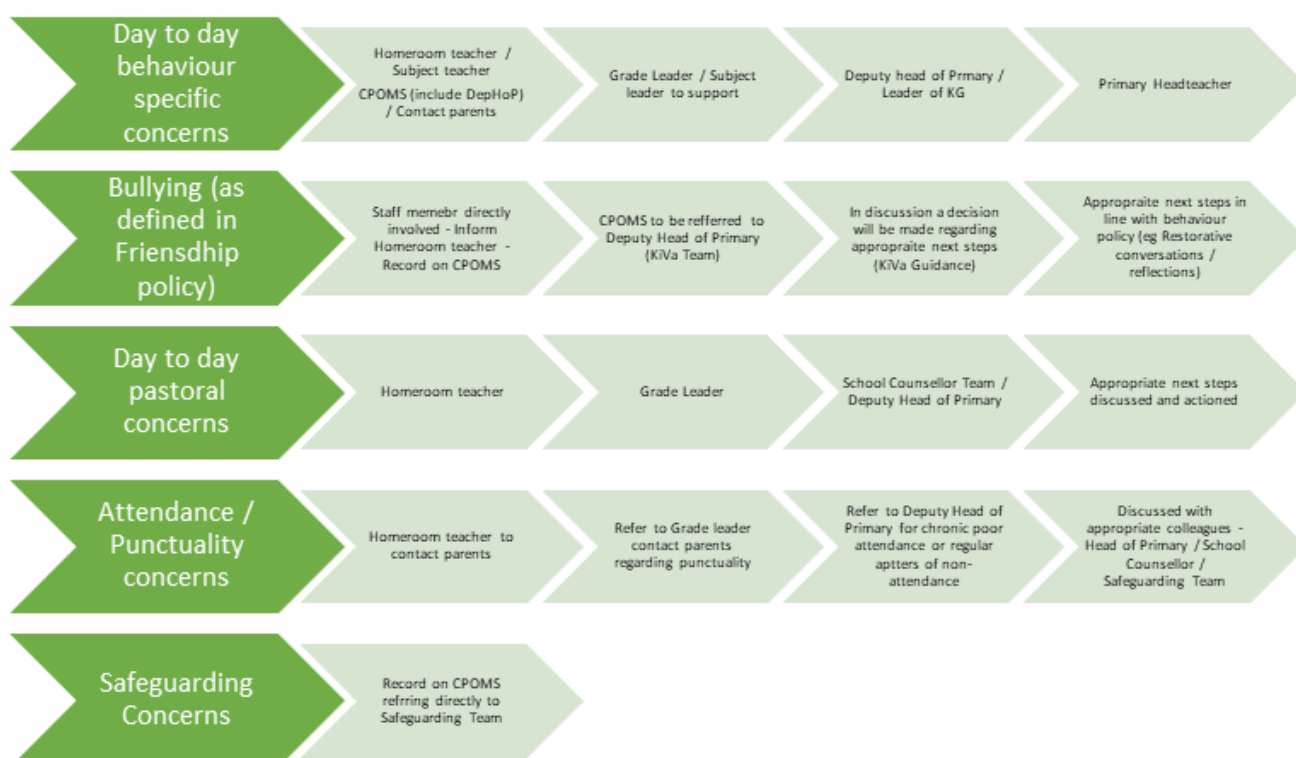
Creating a School Behaviour Management Policy [Http://highspeedtraining.co.uk](http://highspeedtraining.co.uk)

School Operations (Behaviours – Students): **Department of Education and Training (SchoolsVic) 2020**

19. Appendices

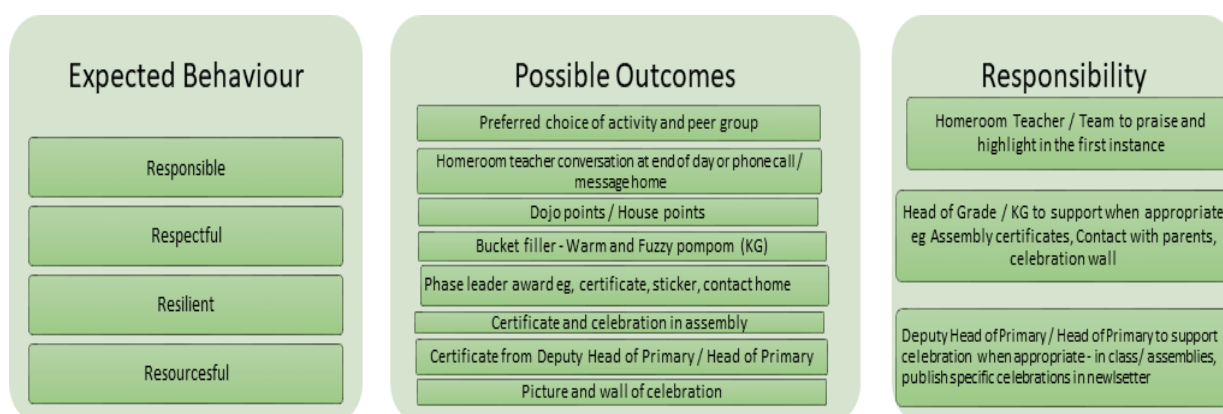
Appendix 1: Behaviour Management Hierarchy - Primary (KG / PYP)

Every staff member, whether Homeroom teacher, subject specialist or teaching assistant is encouraged to address behavioural or engagement concerns within their classrooms, subject areas and grades. Where appropriate the flowchart below should be followed to further address and support students when incidents are deemed as a cause for concern or are persistent, despite being addressed.

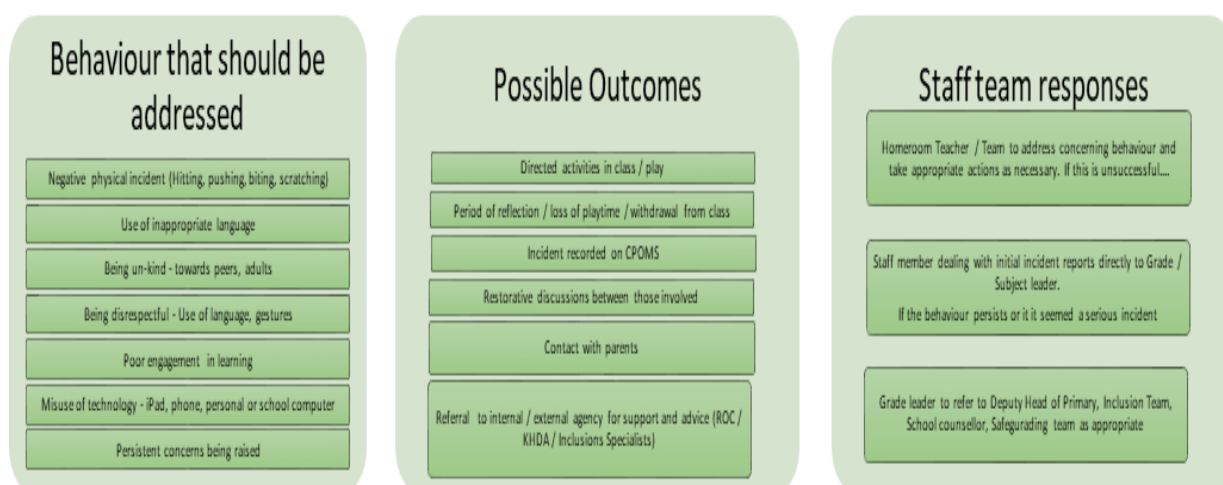


Behaviour Management Strategies Primary (KG / PYP)

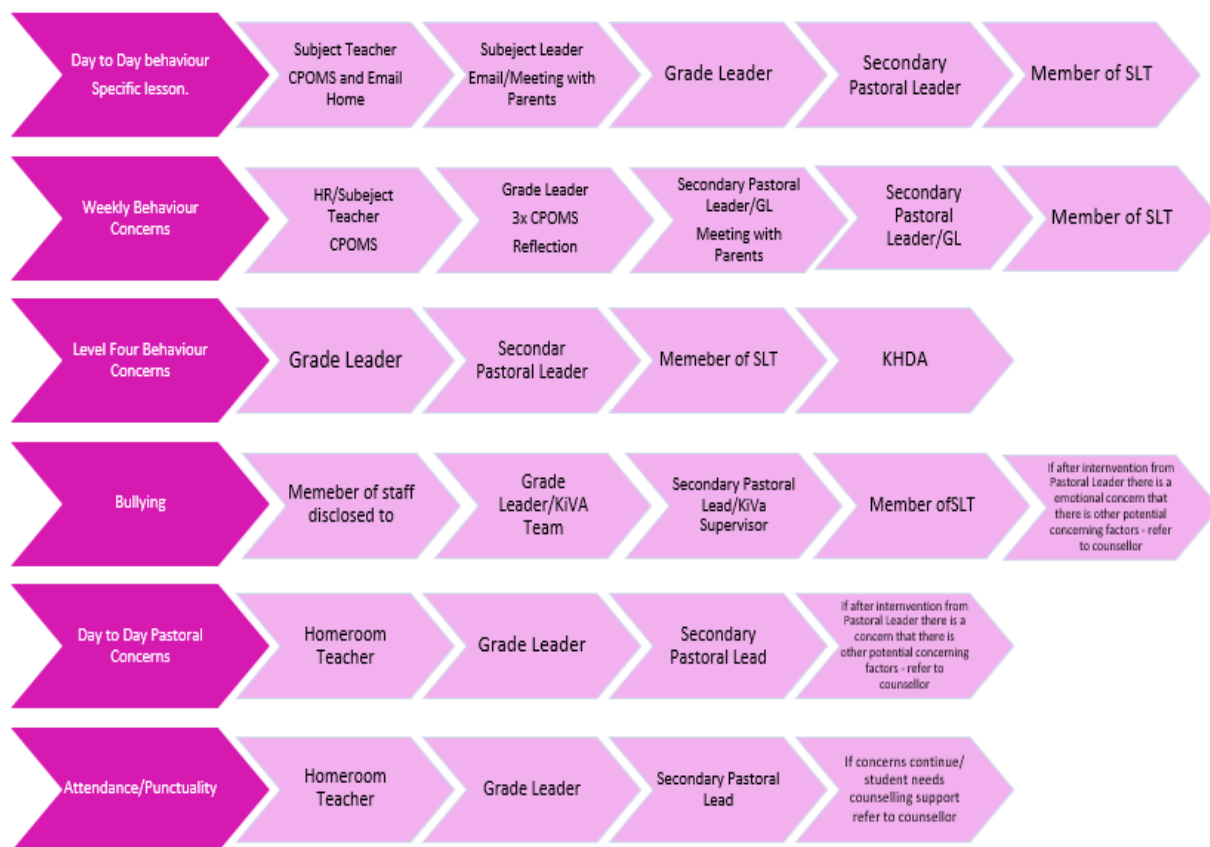
Every staff member whether Homeroom teacher, Subject specialist or assistant is encouraged to celebrate learning and achievements within their classrooms, subject areas and grades. Where appropriate the flowchart below should be followed to further celebrate the achievements of students and the school community.



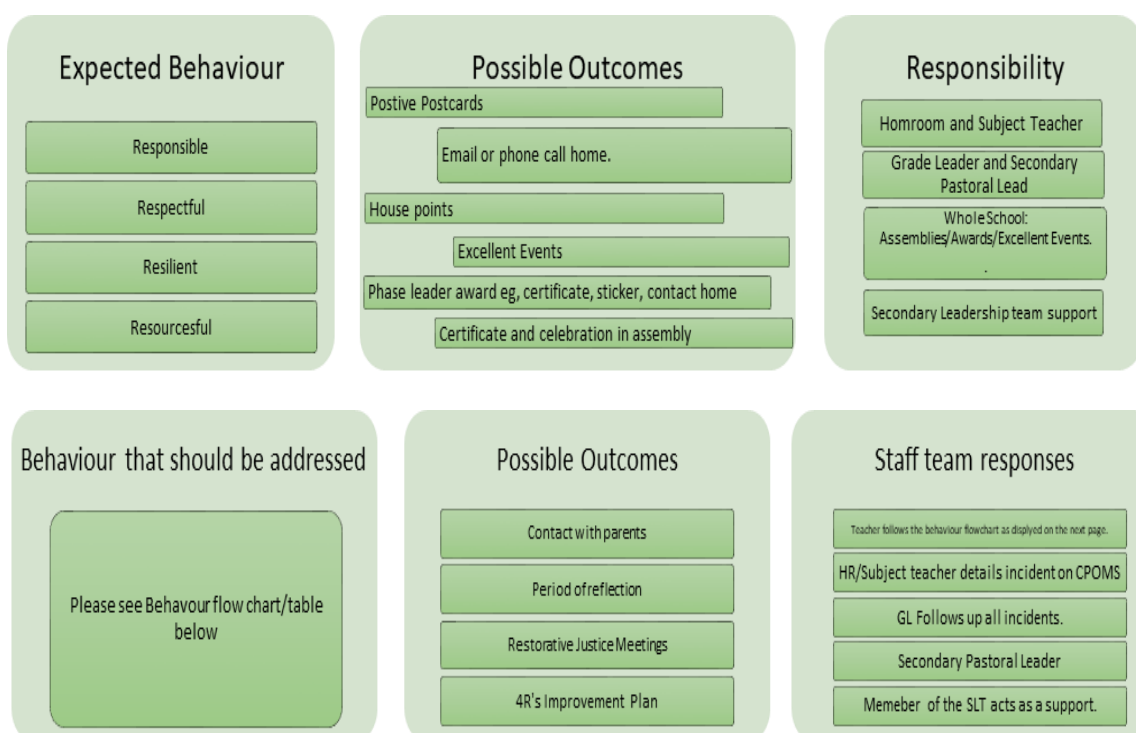
Every staff member whether Homeroom teacher, Subject specialist or assistant is encouraged to address behavioural or engagement concerns within their classrooms, subject areas and grades. Where appropriate the flowchart below should be followed to further address and support students when incidents are deemed as a cause for concern or are a persistent concern despite being addressed by teachers and other members of the school staff team.



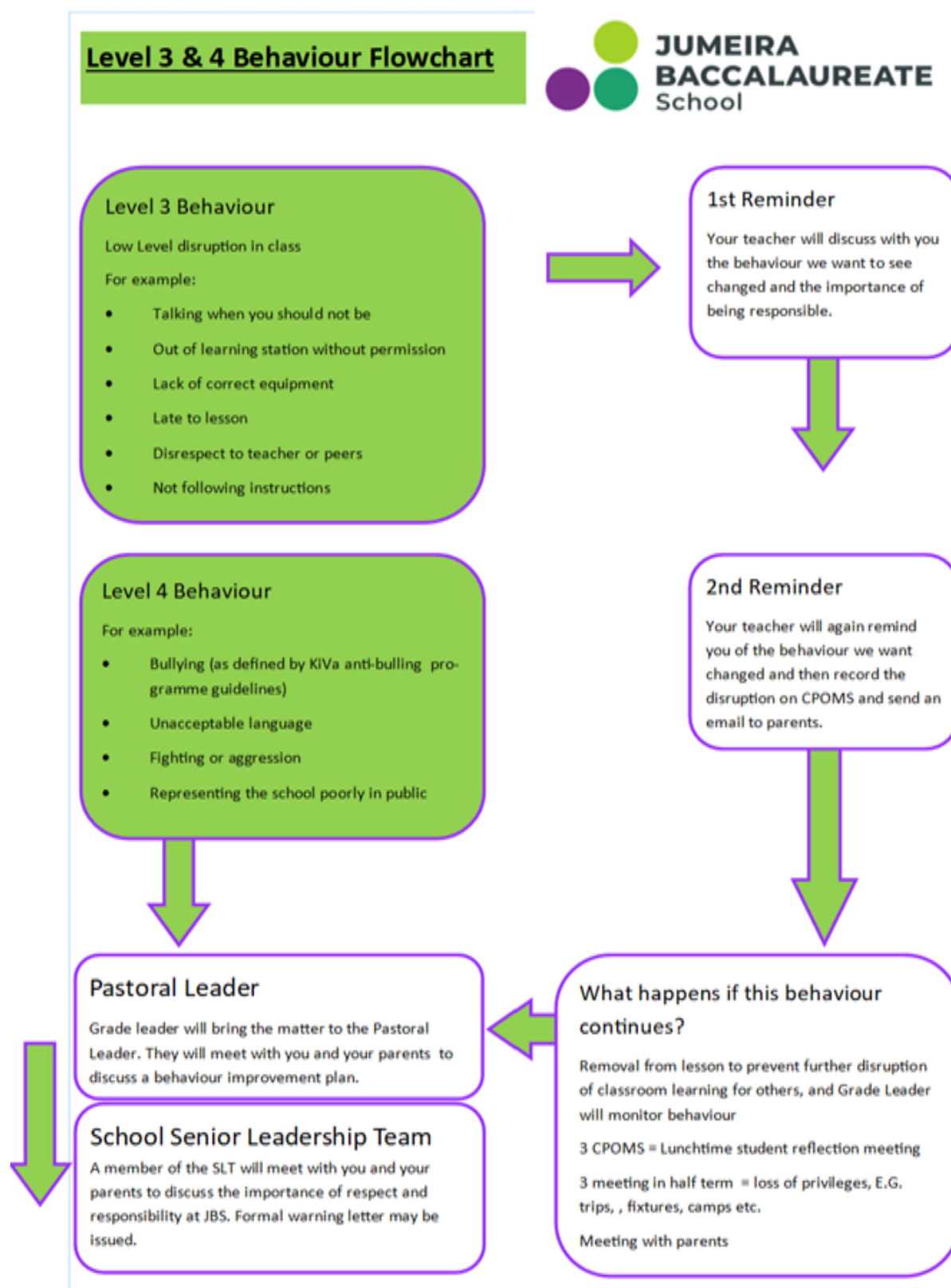
Appendix 2: Behaviour Management Hierarchy - Secondary - MYP/DP/CP



Behaviour Management Strategies Secondary – MYP



Appendix 3: Behaviour Procedures Flow Chart: Level 3 and 4 Behaviours



Level 4 Behaviour and Consequences

Behaviour and the KHDA

Students are given an official written warning letter for level 4 behaviour or persistent and repeated level 3 behaviours. Parents are requested to sign the letter stating that they have received and understood the letter and return a copy to school.

JBS will file each official warning letter on the school record of the student and share if and when required with the KHDA even if the parents refuse to sign and return the letter.

As soon as a third official warning letter is filed, JBS will start a process of reviewing the students immediate and long term future at JBS and begin conversations with parents regarding the need for the student to be transferred to another school.

Official warning letters which are filed with the KHDA will always be supported by evidence; CPOMS entries, student/ staff statements, and issued consequences demonstrating that the school has implemented strategies to support the student to refrain from any undesirable behaviour in the future.

All official warning letters will be kept in the student's official permanent record at JBS. The warning letter(s) will only be removed from the student file when the student transfers to another school or graduates from JBS.

Appendix 4: Reflection forms

JBS Student Reflection Form 1

Name:

Grade:

Date:

Grade Leader:

What is your favourite lesson?

Why is it your favourite lesson?

Who is someone you look up to?

What character traits do you admire in this person?

Reflection form 1 Continued

What situation are you reflecting on today?

Would you have made the same choices in your favourite lesson or in front of someone you look up to?

If no, why would you have responded differently? What character trait or virtue would you have used instead?

Character in Action

How could using the 4 R's help you change the outcome of a challenging situation?

Is there another character trait or virtue you feel you need to develop to help you respond differently in such a situation?

JBS Student Reflection Form 2

Name:

Date:

Grade:

Grade Leader:

Why were you asked to fill in this reflection form today? What happened?

What were your thoughts and feelings before, during, and after the above-described situation?

What different choices would you make if you were in this situation again?

JBS Student Reflection Form 2 - Continued**Character in Action**

In the boxes below, please use the 4 R's to reflect on the above-described situation.

How could using the 4R's help you make better decisions?

Responsibility <i>I am accountable for my actions and stand up for what is right.</i>	Respect <i>I treat myself, others and the environment well.</i>
Resilience <i>I do not give up in challenging situations and also help others to do well.</i>	Resourcefulness <i>I find innovative solutions for positive outcomes.</i>

JBS Student Reflection Form 3.**Name:****Date:****Grade:****Grade Leader:**

Why were you asked to fill in this reflection form today? What happened?

Please reflect and explain how you could have behaved more appropriately:

Who do you think has been affected by your actions and how do you think they feel?

What different choices would you make if you were in this situation again?

Appendix 5: Behaviour Intervention Plan

All students who attend JBS are included and considered within the context of the Behaviour Management Policy. Where necessary reasonable adjustments will be made in regard to any specific and individual need.

Occasionally, persistent challenges with behaviour will be linked to a specific and identified need. Where this is recognised, JBS support students, teachers and families in instigating a Behaviour intervention Plan

A Behaviour Intervention Plan (BIP) is a written plan that teaches and rewards good behaviour. The purpose is to prevent, reduce or stop misbehaviour, not just punish the child. The plan has three key parts.

Firstly, the plan lists the problem behaviour as a baseline (including the frequency, duration, intensity and / or latency). It is important when describing the behaviour to be specific and objective. For example, instead of saying the student is “disruptive” or “defiant,” the team can say the student “rips up worksheets and does not respond when asked to show work in Math class.” In order to gather the information for this first part a Functional Behavioural Analysis (FBA) may be necessary. Important questions to ask include:

- **When and where is this behavior happening?**
- **Where is it not happening?**
- **How often is the behavior occurring?**
- **Who is around when it occurs?**
- **What tends to happen right before and right after the behavior?**

The second part of the plan describes why the behaviour is happening. Using the information collected, the team makes a best guess about what’s causing the behaviour. It is the team’s job to figure out what the student is getting from the behaviour. It may be that the student is trying to escape or avoid something, for example.

Third, it puts in place strategies or supports to help through altering antecedent events to prevent the behaviour occurring, teaching individual alternative or adaptive behaviours to the student, and providing consequences for targeted inappropriate behaviour (s). The goal is to make changes at school to see if the behaviour changes a result.

Behavior Intervention Plan



Behaviour Intervention Plan

Student details		Date:	
Key support staff		Grade:	
Overview of purpose of BIP:			
Targeted behaviours What does the behaviour look and sound like? Placed in hierarchy most severe / biggest barrier to least	Possible function of behaviour What we think the child getting from the behaviour?	Triggers What are the possible causes of the behaviour or when are they most likely to occur?	Prevention strategies What structures, routines and strategies are in place to support the student?
Behavior management strategies If preventative measures have not worked, how will you support the student?			
1			
2			
3			
4			
5			
Method of measuring success			
Length of behavior intervention plan - Reviewed every four weeks			
Positive reinforcement.			

Signed:

Teacher: _____

Parent/Guardian: _____

Speech therapist: _____

Occupational therapist: _____