



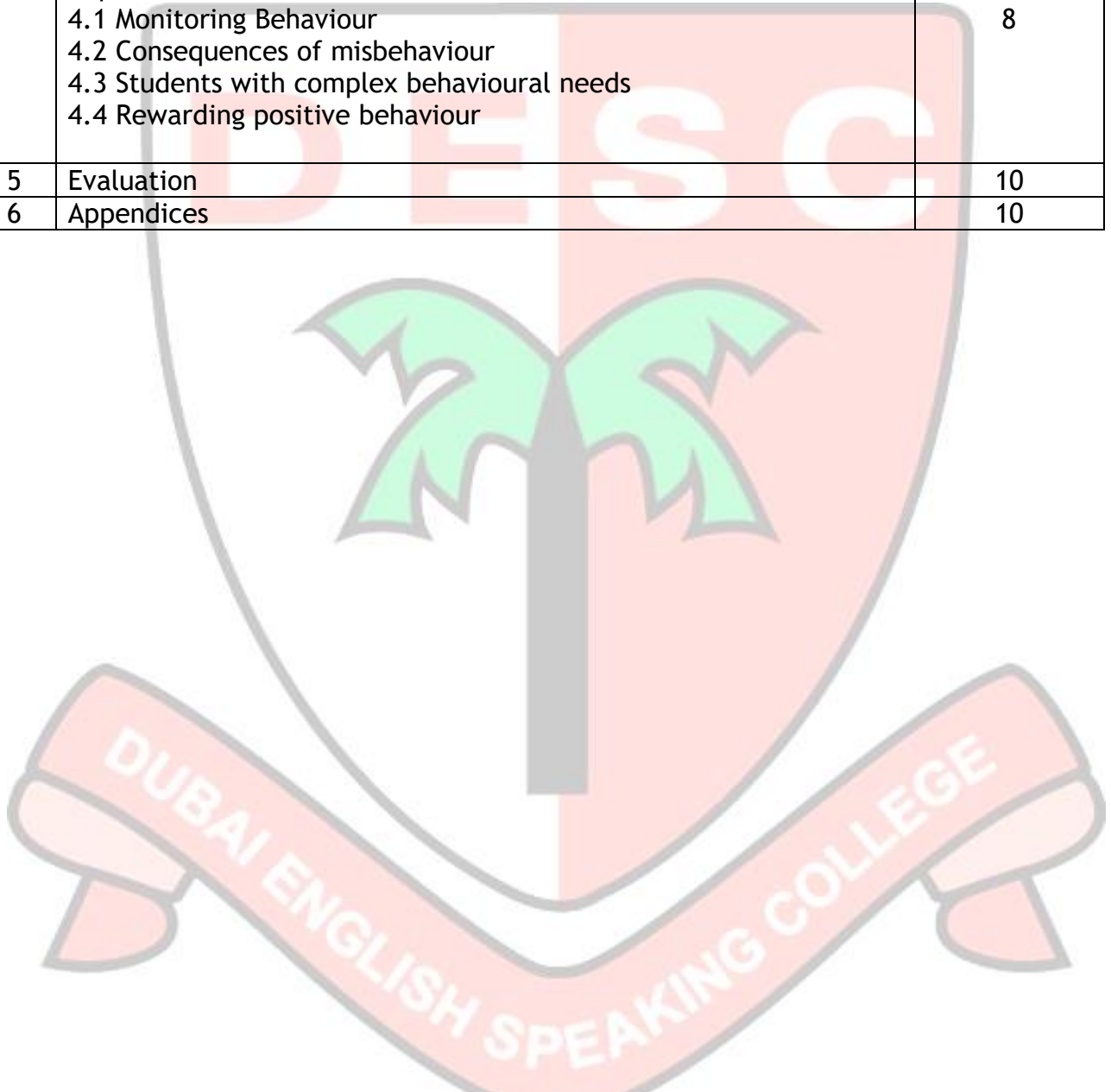
Dubai English Speaking College

BEHAVIOUR Policy

2023 - 24

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DUBAI ENGLISH SPEAKING COLLEGE

Behaviour Policy

1. RATIONALE

At DESC, we provide academic challenge for all students in our care, within an environment, which is both stimulating and supportive.

We believe that all members of our community play a key role in the positive behaviour of our students. For our students to thrive both personally and academically, it is crucial for staff, parents and students to adhere to the responsibilities outlined within our Behaviour Policy.

We encourage positive relationships between all members of our school community. We are an inclusive school, which celebrates the international background of our students, promoting tolerance and understanding of other cultures.

At DESC, we understand that our students face a challenging time during adolescence, a period which is now three times longer than it was in the 19th Century (Steinberg, 2015). As our students develop, we recognise that they are much more likely to take risks with their behaviour due to the changes that happen in the teenage brain during adolescence. As such, as teachers it is important to understand that our students will make mistakes, behave irrationally and at times even seek experiences that put themselves and others in danger. It is our role, however, to ensure that we help our students make the right decisions and support them when they do not.

The Behaviour Policy is in place to support staff when dealing with behaviour incidents of any kind. It also provides the opportunities for students to make the right decisions and learn from their actions. At DESC, we very much prefer to work in partnership with parents and when there are circumstances where a student is involved in repeated unacceptable behaviour or a serious incident, we will always prioritise communication with parents to help resolve the situation. We view our home/College partnership as an integral part in establishing and maintaining high expectations and standards of behaviour at DESC. The strength of our student culture is a significant aspect of life at DESC, where the positive behaviour of our students is central to everything we aspire to achieve.

2. AIMS

DESC strives to nurture independent, confident, and resilient learners who respond to challenge and aspire to reach their full potential.

This policy has been created using up to date research and content from the Teacher Develop Trust, in line with recommendations from the Education Endowment Foundation and the recommendations from the independent review of behaviour in schools (Bennett, 2017)

The aim of this policy is to support students as they flourish at the College, providing clear and consistent guidance to all stakeholders on DESC's approach to behaviour.

3. RESPONSIBILITIES

At DESC, we believe that all members of our community play a key role in the behaviour of our students. The Education Endowment Foundation (Rhodes and Long, EEF, 2019) define 'behaviour' to mean the whole range of ways students can act in a school; including aggressive or disruptive behaviours, pro-social behaviour and learning behaviours. Bennett (2017), builds upon this definition and highlights that the term 'behaviour' means any actions performed by any member of the school including staff and pupils. This includes conduct in classrooms and all public areas: how individuals work, communicate, relax, interact, how they greet staff, how they arrive at school, transition from one activity to another, how they use social media and many other areas of conduct.

For our students to thrive both personally and academically, it is crucial for staff, parents and students to adhere to the responsibilities outlined within the policy.

3.1 DESC STAFF

All staff at DESC must act in a professional manner and act as role models. All teachers at DESC must aim to create a predictable and secure environment within their classroom because a safe and well-ordered classroom is an important prerequisite for learning. Teachers should reflect on their collective routines, responses and relationships and how these can contribute to a culture of high expectations and learning:

Routines

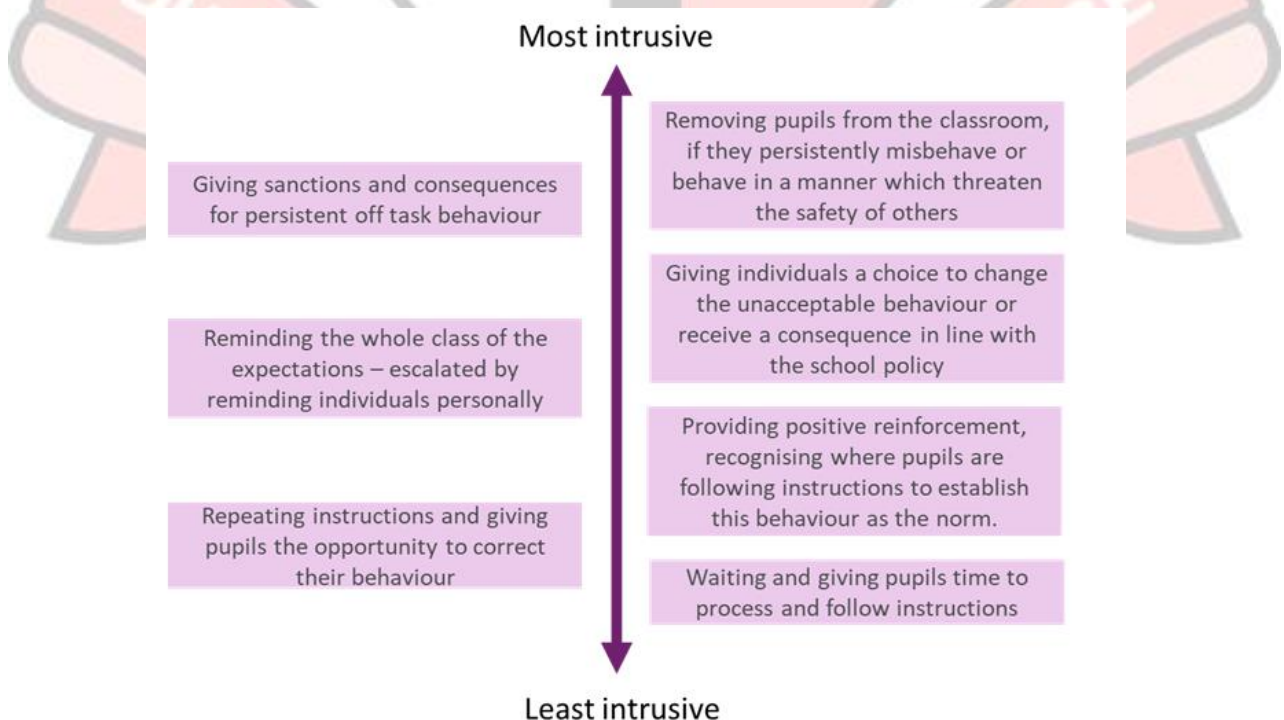
All teachers at DESC should have well thought out classroom routines. A routine is a sequence of actions regularly followed that should become automatic and require little teacher oversight or pupil cognition. Any behaviour that should be performed identically, most or all of the time, should be made into a routine. Routines should be easily visible and in place throughout lessons. Teachers should create and embed the following routines:

- Procedures for arrival to and dismissal from each lesson.
- How they should manage/store their personal possessions.
- Device usage
- How to manage specific equipment in subject.
- Transition between activities in subject.
- Activities to do upon work completion.

Responses

Even when established rules and routines are in place, there will be times when students, for a range of reasons, may engage in off-task behaviour, failing to meet the high expectations set within the DESC community. In such instances, staff will rely on strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviours and reacting to antisocial behaviour in an impartial, productive and proportional way. These include both formal and informal interventions.

As behaviour is complex, it can be a challenge to know precisely which strategy to deploy when responding to off-task behaviour. At DESC, however, it is agreed that you should start by using early and least intrusive interventions as an initial response to low level disruption and escalate if needed. At DESC, we expect that most disruptive behaviour can be stopped with the least intrusive techniques and a few incidents should escalate to a serious sanction.



Even where poor behaviour exists, until a DESC teacher knows an action such as failing to follow instructions was intentional, they should remain positive, showing that they assume students have tried to follow instructions and do as requested. As adults, teachers, set the tone in their classroom and need to model the calm and objective reactions they would like to see from students when faced with a challenging or potentially frustrating situation. Teachers will, at times, need to raise their voice but at DESC, teachers will refrain from shouting directly at a student unless this the situation dictates that this is essential. For example, where a student is putting their health and safety at risk such as walking in front of a javelin throw.

Relationships

At DESC, it important that all teachers know their students well as this can have a positive impact on classroom behaviour (Rhodes and Long, EEF, 2019).

All teachers should make the effort to learn all names of students they teach and have a genuine interest in understanding them as individuals. Building effective relationships is easier when students believe that their feelings will be considered and understood.

Where teachers have had a negative interaction with a student, it is important that they take the necessary time to restore relationships through genuine dialogue. Mutual problem solving also helps students to feel that their feelings are considered and understood; demonstrating empathy towards students and modelling such behaviour is likely to help students develop empathy towards others.

In summary, taking time to build and maintain relationships and reconnect, repair and restore relationships when needed, helps to create a more positive teaching and learning environment.

ROLES IN MONITORING BEHAVIOUR

- **All staff:** It is the responsibility of all members of teaching staff to create a positive culture in their classroom and deal with minor incidents by:
 - building social norms with normative messaging.
 - establishing class rules and routines.
 - constantly providing feedback to students about their behaviour through reinforcement/consequences.
 - teaching the learning behaviours that we expect of our students.
- **Subject Teachers:** It is the responsibility of subject teachers to address minor behavioural issues within their classroom, using the least intrusive strategies to begin with. If these behaviours are repeated, the teacher must issue a relevant sanction using their professional judgement, contact home and log this on Go4Schools behaviour module. The teacher may decide to implement an intervention to help support the student in correcting their misbehaviour. However, if a student's misbehaviour continues to cause disruption in their lesson, they should consult with their HOD and implement departmental intervention/support.
- **HOD:** Heads of Department are responsible for ensuring that departmental routines are consistent across all teaching staff within the department. Heads of Department will monitor student culture within their subject by undertaking learning walks and monitoring reports on Go4Schools behaviour module. Heads of Department are also responsible for supporting and dealing with students who repeatedly cause disruption in subject specific lessons. The HOD must contact home, meet with the parents alongside the subject teacher and log this onto Go4Schools behaviour module. The HOD will also deal will also support teachers with mid-level misbehaviour and support Heads of House with higher level misbehaviour that occur in their specific subject area.
- **HOH/DHOH/HOY** are responsible for monitoring the behaviour of all students in their House or Year group. This will involve liaising with and providing guidance to tutors in line management meetings when discussing repeated low level behaviour with their tutees. HOH will monitor Go4Schools behaviour module and work with tutors to identify trends in behaviour across academic subjects to achieve a holistic overview of a student's progress. HOH are also responsible for dealing with Higher level and repeated mid-level misbehaviour that occurs at College across a number of subjects.
- **Tutors** play a significant role monitoring Go4Schools both from an academic and pastoral point of view, ensuring they have an accurate picture of how well a student is flourishing at DESC. Tutors monitor trends in positive praise from Go4Schools as well as tracking patterns of low level misbehaviour within their tutor group. It is vital that tutors keep both H/DHOH and parents up to date with the progress of students in their tutor group.

- The **House Parent Liaison Staff** are responsible for updating the ‘students on monitoring’ document with the names of students on tutor/HOH monitoring to all teaching staff on a weekly basis.
- All email communication with parents must go through the House Parent Liaison Staff.
- The **Student Advisors** are responsible for updating the tutors, HOH / DHOH and SLT on the behaviour of students and student concerns where necessary. If staff wish to refer a student to a Student Advisor, they must discuss this first with the relevant House Team. However, in a moment of crisis, staff may refer directly and complete relevant follow-up after the incident. All notes made by the Students Advisors regarding behavioural concerns can be seen by the SLT/HOH/DHOH/ Nurse on the ‘Wellbeing Manager’. Student Advisors and House Teams meet regularly to ensure that students are receiving the support they need, which may fluctuate at different points throughout the year.
- SLT are there to support with any necessary intervention, based upon the severity of the behaviour. SLT should ensure that there is consistency and coherence at whole school level, where the behaviour policy is clear and consistently applied.
- AHT and DHT Pastoral are responsible for monitoring the behaviour of all students and will support the HOH in dealing with higher level and serious level misbehaviour. The AHT and DHT will regularly meet with HOH in line manager meetings to discuss students with complex behavioural needs and oversee the support they receive.
- The Senior Deputy Headteacher and Headteacher will be responsible and oversee serious misbehaviour.

STAFF SUPPORT

On occasion staff may need support with their behaviour management. As well as whole College Professional Development training, support will also be provided appropriate to the incident, as follows:

- Advice from HOH/DHOH on how to apply the sanctions within this policy in a given situation.
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal when these are deemed temporary.
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, SEND, relationships, mental health. Support provided through the process for further referral when required. Student Advisors, HOH, SEND, DHOH, HOD, AHT, DHT will be allocated support to staff accordingly.
- Lesson observation by senior staff or middle leaders in order to provide feedback/coaching/strategies.
- Opportunities for staff to observe good practice in other lessons/departments.
- Opportunities for staff to engage with Menu of Choice sessions
- Opportunities for staff development on the Aspiring to Pastoral/Subject Middle Leadership programmes.

INSTRUCTIONS FOR STAFF WHEN INTERVIEWING STUDENTS

Care must be taken when interviewing students, whether they are potential victims or perpetrators. Ask students to write a statement first and then fill in any gaps by asking them questions. Remember to take notes. Things to remember when interviewing students include:

- Keep calm - do not lose your temper or make any personal comments, irrespective of how you feel about the incident.
- Bear in mind how the student may be feeling about being interviewed by a senior member of staff in an office with lots of adults present - take care not to intimidate the student or put them in any sort of situation that may cause them to be scared.
- Think about how many people are in the room - it really only needs to be one interviewer, with another adult present to witness the conversation. No more than two adults should be present.
- If bags or lockers need to be searched, ask the student for their consent first. Again, this needs to be done with another adult present. If they do not consent, contact a member of SLT. Take care not to accuse them of anything - searching is being done to eliminate them. A good phrase to use is, “I would not be doing my job properly if I didn’t have a look in your bag.” There is nothing wrong with being thorough, just take care not to put yourself in a position where you could be accused of

bullying, intimidating or frightening the student.

3.2 DESC STUDENTS

Students will respond to the expectations of all staff members of the DESC community, who themselves should treat each other with professional courtesy and respect i.e., model the best of behaviours to students.

As members of our school community, all students have rights and responsibilities. These rights and responsibilities can be summarised as follows:

RIGHTS

- ✓ To be treated with respect.
- ✓ To be valued by others.
- ✓ To be safe and protected.
- ✓ To be supported to achieve.
- ✓ To be treated equally.
- ✓ To be happy.
- ✓ To be dealt with fairly and consistently.

RESPONSIBILITIES

- ✓ To respect the views and possessions of other people.
- ✓ To be tolerant and understanding of different cultures.
- ✓ To allow and support others to achieve.
- ✓ To be kind and show empathy to other members of the DESC community
- ✓ To ensure your actions do not harm others, physically or emotionally.
- ✓ To represent DESC positively, inside and outside of school.
- ✓ To accept and support the College's rules and expectations.

WHILST ONSITE AT DESC, STUDENTS MUST:

- ✓ Respect and uphold the values of DESC
- ✓ Listen to, be polite and follow all instructions from any staff member.
- ✓ Complete all homework set, meeting all deadlines.
- ✓ Attend school regularly and be punctual to school and lessons.
- ✓ Take pride in their appearance and wear the DESC school uniform correctly.
- ✓ Maintain high standards of behaviour in all areas of the school.
- ✓ Take care of all personal and College equipment and property.

IN THE WIDER COMMUNITY, STUDENTS MUST:

- ✓ Respect the values of the community.
- ✓ Remain lawful and law abiding.
- ✓ Respect others whilst using social media and other devices.
- ✓ Uphold the values and positive reputation of DESC at all times.

STUDENT SUPPORT

- Students will be involved in the development of their positive behaviour through curriculum and GROW lessons, Form time, Project ME, MSC, Enrichment Experiences, Character Conversations, House events, Assemblies and DESCoaching.
- If a student needs greater support for their learning behaviours and attitudes, then the HOH will coordinate the appropriate plan and specialised staff will support this programme. This can range from Tutors, HOH, DHOH, Student Advisors, and HOD. If necessary, staff may seek the support of external agencies.
- Student positive behaviour is centred around the 24 Character Strengths which will contribute to developing each individual student to become the very best version of themselves.

3.3 DESC PARENTS

PARENT SUPPORT AND EXPECTATIONS

- DESC expects that parents will communicate with staff in a positive manner and work cohesively to support the students within the DESC community.
- Parents are expected to trust staff and respond to appropriate requests such as meetings and telephone calls in order to provide the most effective support for their children.
- Parents are expected to collaborate with staff in order to help students make the right the decisions and reflect upon their behaviours.
- Expectations of parents' support with good attendance and behaviour should be made explicit. The content of this policy must be regularly communicated to parents/carers.
- Parents/carers will be contacted regarding any issues and when praise for achievement or improvement has been made.
- Our pastoral staff are highly experienced and have a good track record of dealing with incidents when they are made aware of them. Due to the complex nature of dealing with behavioural issues, we encourage all parents to inform us of any issues as soon as possible, as early intervention is often critical and can make a big difference in ensuring that minor issues do not develop in a negative manner.
- Serious incidents are rare at DESC as our community is very caring, inclusive and tolerant. When serious sanctions are given, however, they will be made through collective decisions involving members of the Senior Leadership Team and the House Leadership Team.
- As mentioned in the introduction, we very much prefer to work in partnership with parents and when there are circumstances where a student is involved in repeated unacceptable behaviour or a serious incident, we will always prioritise communication with parents to help resolve the situation. We view our home/College partnership as an integral part in establishing and maintaining high expectations and standards of behaviour at DESC.

Parents are encouraged to contact the College via the communication channels below:

Please contact the House Parent Liaison allocated to the House your child is in or for a student in the Sixth Form, please contact the Sixth Form admin team, the relevant member of staff will reply.

Desert House- desertsupport@dessc.sch.ae

Earth House- earthsupport@dessc.sch.ae

Sky House- skysupport@dessc.sch.ae

Coast House- coastsupport@dessc.sch.ae

Sixth Form Support- sixthformpastoral@dessc.sch.ae



4. IMPLEMENTATION

4.1 MONITORING BEHAVIOUR

Using Go4Schools - all misbehaviour incidents are to be recorded on GO4Schools using the Behaviour Module. Low level misbehaviour incidents are sent via email to tutors. Mid-very serious level misbehaviour incidents are sent to both the tutor and Head of House/ Deputy Head of House HOH/DHOH. Phone calls/emails to parents, meetings with parents and interviews with students, should all be recorded as a 'neutral event' option within the behaviour module.

G04schools Live Data Tracking -Tutors will use Go4Schools to scan the live data reports for their tutor group and query low A2L scores with their tutees individually. If a tutor notices that A2L is low (scores of 1 or 2) or there is a trend in repeated low level behaviour across three or more subjects, the tutee may be put on Tutor Monitoring (see below). If the A2L scores remain low in the following report cycle, the relevant HOH/DHOH may put the student on HOH Monitoring (see below). Tutors will discuss this, along with other interventions with their HOH/DHOH in line manager meetings once every two weeks.

Tutor Monitoring - if students receive low A2L scores (see above) or have had misbehaviour logs Go4Schools, tutors can put a tutee on Tutor Monitoring. This must be discussed with the HOH / DHOH before a monitoring card is issued and the House Parent Liaison must also be informed. The tutor must contact the students' parents by telephone or in person to inform them why the tutor monitoring card is being issued. Students will be given a card, whereby during each lesson, the teacher must assess the student's A2L and sign the card. Each day tutees will meet with their tutor who will discuss the previous day's progress with the student. The tutee's parents must also sign the card daily. At the end of week one, the tutor can decide to extend the Tutor Monitoring period for an extra week (if A2L scores remain low) or take a student off Tutor Monitoring. If poor A2L continues, the student will be referred to the HOH / DHOH.

HOH monitoring - As with the Tutor Monitoring cycle, if students are persistently attaining low A2L scores in more than one subject, students may be given a HOH Monitoring card, whereby during each lesson, teachers must assess the student's A2L and sign the card. The House Parent Liaison must be informed of students on HOH Monitoring. The HOH/DHOH must contact the students' parents to inform them why the HOH monitoring card is being issued. At key points throughout the day (usually morning and break times), tutees must meet with their HOH / DHOH. The tutee's parents must also sign the card daily. At the end of week one, HOH can decide to extend the HOH Monitoring period for an extra week (if A2L scores remain low) or take a student off HOH Monitoring. If poor A2L continues, students are to be referred to AHT/DHT Pastoral or another member of the SLT. HOH will discuss all students on monitoring with DHT and this will be reviewed in LM meetings once every two weeks and plan different intervention strategies. Some students may require specific pastoral support plans where intervention is individualised in a more bespoke manner according to the student's needs.

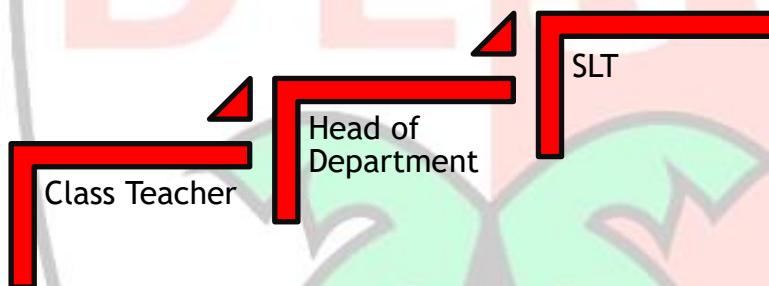
Observations - HODs, HOHs and SLT will complete duties, drop-ins and observations around the College to support staff and observe the student behaviour both during lessons and social times. If students are a concern, they will be highlighted, and a member of pastoral staff will follow-up with a conversation and also communicate with parents. Observations are key to gaining a holistic insight into the behaviour around the College and highlighting possible interventions that need to take place.

4.2 CONSEQUENCES OF MISBEHAVIOUR

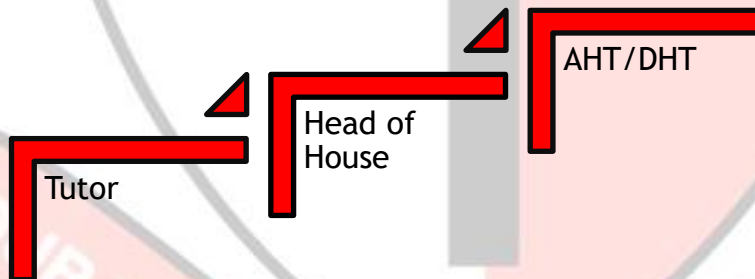
Please note that the following protocols should be used as a guide for teachers when managing behaviour. These procedures do not preclude immediate action by a member of our Pastoral Leadership or Senior Leadership team.

It is important to understand that low level behaviour should always be dealt with first at teacher or tutor level before escalating the behaviour through the route below. Careful consideration must be taken to determine if a Head of Department, Head of House or a member of SLT needs to be involved immediately. At DESC, sanctions do not need to be severe, as we believe ‘the certainty of a sanction is more important than the severity’ (Rogers, 2015). If a student is sure that they will receive a sanction or follow up from the teacher or tutor that has highlighted the misbehaviour, this will have a greater collective impact on student culture than the warning of or a more serious sanction.

Class Teacher escalation route:



Form Tutor escalation route:



Classification of misbehaviour	Description and examples of misbehaviour
Low level misbehaviour	<p>Examples may include: Lack of respect for basic class rules such as: shouting out, chewing gum, speaking when someone else is talking, poor entry to a lesson, not listening to instructions, lateness to lesson. Failure to meet academic expectations such as: lack of focus, lack of effort, poor presentation of work, not completing a reasonable amount of work. Organisation: lack of correct equipment such as stationary Device misuse: not charged, mobile phone being visible, wearing ear pods, <u>Uniform infringements:</u></p>
<p>The member of staff who encounters this type of behaviour is responsible for dealing with low level misbehaviour. This will usually involve a reminder or clarification of expectations and College rules, verbal warnings, 1:1 discussions with students,</p>	
Repeated Low level misbehaviour	<p>Regular repetition of low level misbehaviours above or: Failure to complete homework to an appropriate standard, Bus misbehaviour: Out of seat, not wearing seat belt, not following bus drivers/carers instructions, nuisance to other passengers, inappropriate language, Failure to bring equipment/materials that has meaningful impact on learning such as no PE kit, no device, no ingredients for Food and Nutrition. Use of Mobile Phones during the College day. Littering, throwing food,</p>
<p>The first responsibility for sanctions is the member of staff who encounters the misbehaviour. They will deal with this misbehaviour, discuss it with the student, record it on Go4Schools and issue an appropriate sanction. Sanctions could include a 1st or 2nd break detention, confiscation of mobile phone or jewellery. At this point, it is expected that the member of staff informs parents of the misbehaviour.</p>	
Mid-level misbehaviour	<p>Prolonged repetition of low level misbehaviours or Non attendance at teacher/tutor level detention Rudeness to a member of staff, argumentative behaviour, unkind behaviour, truancy within College, Swearing, academic dishonesty, aggressive behaviour, inappropriate use of social media within College,</p>
<p>The member of staff who encounters this misbehaviour may need support with dealing with this behaviour. It is expected that if this behaviour occurs during lesson time, the teacher will refer upwards and seek support from their HOD. If this type of misbehaviour occurs outside of lesson time, the member of staff will be supported by the relevant H/DOH or HOY. Depending on the nature and context of the incidents sanctions/interventions may include but not limited to the following: HOH monitoring, DESCoaching, referrals to Student Advisors, detentions, internal reflection days where students do not attend lessons or break times and removal of ECA privileges such as representation in College sports teams or performing arts productions. Behaviour is recorded on Go4Schools, parents are informed through telephone call or parent meeting.</p>	
Higher level misbehaviour	<p>Regular repetition of mid-level misbehaviours or: Bullying, vandalism/deliberate damage, defiance, physical altercations, dangerous behaviour or deliberately behaving in a way that is likely to cause injury to others; abusive language, verbal or physical intimidation, racist behaviour/discrimination or using racist language; smoking, possession of tobacco or related items such as vape devices, e-cigarettes and pipes; recording and sharing of pictures and videos that could damage the reputation of DESC or members of its community, taking items that do not belong to you, school refusal where there is a very low attendance level, interfering with College Health and Safety system such as fire evacuation procedures.</p>
<p>This type of misbehaviour is usually referred through the HOD, H/DHOH, HOY who will liaise with the Assistant Headteacher, Deputy Headteacher Pastoral and Deputy Headteacher i/c Sixth Form. Sanctions/interventions may include but not limited to the following: Multiple detention and/or internal reflection days, external exclusion, removal of ECA privileges, removal from School Trips, removal of student leadership responsibilities, removal from bus transport, pastoral support plans, DESCoaching and referrals to Student Advisors. This type of misbehaviour would usually result in an official warning letter being sent to parents to acknowledge the behaviour. Sanctions/interventions at this level are viewed as opportunities for the students to change their behaviour before the College pursues a permanent exclusion.</p>	
Very Serious misbehaviour	<p>Regular repetition of higher level misbehaviours or a behaviour that could be interpreted as breaking UAE Law such as possession and/or distribution of alcohol, drugs, weapons, serious physical assault or a behaviour that puts others at serious risk.</p>
<p>This type of misbehaviour is dealt with by the Senior Deputy Headteacher in conjunction with the Headteacher and Principal. Final decisions on these incidents may result in a permanent exclusion from the College.</p>	

External exclusions are to be determined by the Headteacher or Principal, in discussion with the Senior Deputy Headteacher and DHT/AHT Pastoral. No other members of staff are permitted to exclude a pupil from the school site.

Warning Letters:

For higher level and very serious misbehaviours, an official warning letter will be sent to parents by the House Parent Liaison to acknowledge the behaviour. A follow up meeting with parents and the student will be arranged with a member of the House Leadership Team and Senior Leadership Team to mutually agree a support plan for the reintegration of students involved. Warning letters are sent in order to be compliant with KHDA regulations.

4.3 STUDENTS WITH COMPLEX BEHAVIOURAL NEEDS:

Whilst whole-school behaviour strategies and interventions consistently applied will be effective for most students at DESC, some students will display complex behaviours and require additional support (Rhodes and Long, EEF, 2019). Complex behaviours occur for a variety of different reasons, present themselves in many ways and require different approaches to support them. For some students, this means that at times, it is important not to sanction where help or support is the appropriate response. For some students, targeted programmes will demonstrate a bigger effect on their behaviour outcomes.

As DESC is a truly inclusive College, it is recognised that some students will struggle to meet key behaviour indicators for reasons connected to an identified SEND or a social, emotional and mental health condition. In these circumstances, as much support as possible must be given to these students to do so. In particular, where a student has a SEND that impacts their behaviour, the College will make reasonable adjustments. Consequently, typical responses to students with complex behavioural needs may be adapted in order to scaffold a way forward to better behaviour (Bennett, 2017).

Some students with SEND are more likely to break College rules than other students and whilst this section of the policy is stating that there must be a degree of flexibility when accommodating these students needs, DESC will do as much as possible to demonstrate high expectations of all students. At all times, DESC will scaffold ways towards better behaviour for students as far as they are capable. At DESC we will not accept misbehaviour from any student who is capable of changing their actions.

4.4 REWARDING POSITIVE BEHAVIOUR

One of the main aims of this policy is to promote the behaviours and demeanours we expect at the College. Additionally, to help nurture our students in young adults who will flourish in life beyond the College. Rewards are crucial in reinforcing the positive decisions that students make and encouraging them to grow into successful adults who live with a sense of integrity.

Students work best within systems which have firm parameters, and which recognise their strengths and areas for improvement; both academically and personally. Through good practice, positive reinforcement, clear communication and the strong supportive pastoral system that exists; the need to use punitive measures should be at a minimum. Examples of positive rewards and awards at the College are as follows:

- positive verbal and written affirmation of the students for producing good work, depicting or respectful demeanour or good behaviour (where appropriate, comments can be shared on Teams or written in the student's book about work and behaviour);
- tutors and teachers can communicate with parents to share praise on how students have shown achievement or progress in any form. Both via isams and the House Parent Liaisons;
- recognition and public affirmation can be given at a variety of places in the school day - class time, form time, assemblies;
- House Points - there is an extensive inter-house events programme run throughout the school year. Students from Years 7 to 13 participate in a variety of academic and non-academic competitions to represent their house and accumulate House Points. Running House Point totals are updated weekly and displayed in the House Block. Individual and group achievements are celebrated in form time and during House Assemblies.
- displaying students' work that shows they have reached a certain standard should be used as a reward by staff;

- Praise and encouragement by members of staff both of which should be used as much as possible as a reward;
- Certificates can be sent home to congratulate those students who are achieving highly, being kind to others or conducting themselves as a role model;
- Staff can award any student in the College for their character and conduct around the campus, celebrating their successes;
- Pastoral Awards are given out by tutors and the House Team each half - term, in recognition of the character and attributes students display;
- Academic Awards are allocated to one student in every year, per subject, every half - term to students who work with focus, make progress and achieve to the best of their potential;
- Student of the Term is awarded to one student per House, per term to a student who has added value to life at the College and has had holistic success in many areas of College life;
- House Prize Day is a whole school event where both students, staff and parents are invited to celebrate the the students' successes in a formal ceremony. The medal categories are attainment, progress, character and values.

5. EVALUATION

The Behaviour Policy at DESC will be reviewed annually and maybe updated in response to current affairs or guidelines provided by the Governing Body.

6. APPENDIX 1 BIBLIOGRAPHY

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