



## **St. Joseph's School, Abu Dhabi**

### **Student Code of Conduct Policy**

#### **Policy Statement**

At St. Joseph's School we aim to promote good behaviour throughout the school. We are committed to maintaining an atmosphere and environment where students feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect.

We believe that encouragement and praise are vital in helping students to develop a positive self image. Appropriate behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem.

#### **Mission**

The mission of the Catholic schools of the Apostolic Vicariate of Southern Arabia is to ensure academic excellence by providing a high quality, affordable, and value based education. We endeavor to holistically develop every student to their full spiritual, intellectual, emotional, physical and artistic potential. We strive to develop a community of collaborative learners, and produce independent, critical thinkers who are responsible global citizens, capable of leading productive and meaningful lives.

#### **Core Values**

We believe:

- in the uniqueness of each student and supporting them in achieving their dreams
- in encouraging an atmosphere of compassion, equality, tolerance and respect for human dignity
- in safe and caring relationships built on a foundation of honesty, integrity, trust and forgiveness
- in fostering charity, justice and service to others
- in striving for excellence through a sense of responsibility and self-discipline
- in empowering critical and creative thinking
- in a collaborative learning environment with cooperation between students, teachers, school leaders and parents
- in enabling students to become global citizens to face the challenges of the

21st century.

## **St. Joseph's School Code**

### **We will.....**

- Begin the day with prayer and end with prayer
- Always remember „In God, For others, with others and myself“
- be caring and respectful
- say „Yes“ to obedience
- abide by rules, as they keep us safe
- be honest in all that we say and do
- say no to bullying
- practice self - discipline
- take responsibility for our own actions
- listen to each other
- be polite and kind at all times
- ask for help when there is a problem
- Promote conservation of Environment by following the three „R“s. **Reduce, Reuse and Recycle**

### **Policy Objectives**

- To reward and praise children for their positive behaviour e.g. thank you for walking in the corridor, well done for staying on task and working quietly etc.
- To offer the children a challenging curriculum, and stimulating environment and an orderly routine.
- To have high expectations of the students so that they give of their best, value themselves and what they do.
- To promote consideration and respect for others
- To ensure the emotional and physical safety of everyone in the school.

- To promote pride in the school environment.
- To promote positive behaviour and to deal with unacceptable behaviour immediately.
- To recognise and act upon any incidences of bullying immediately.
- To be consistent and fair and to give the students positive recognition and reinforcement whenever possible.
- To value the diversity of our school community and to meet the needs of our students.
- To promote home School Partnership through circulars, note in the Home work book, phone and School Diary.

### **Equal Opportunities**

We believe it is the right of all students, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.

We feel it is important for all staff to have a whole-school approach to promoting positive behaviour with clear and consistent expectations.

### **What is Positive Behaviour?**

Positive Behaviour is demonstrated by pupils when:

- They spontaneously follow rules and routines and match realistic teacher expectations
- They are motivated to learn and take a full part in school life
- They value their strengths and attempt to build on them
- They identify areas for development and work on them with perseverance
- They exercise autonomy in their behaviour and learning, and are able to stop and think before acting
- They relate positively to others
- They can express and deal with their feelings appropriately
- They can talk about their thoughts, feelings and behaviour

### **Examples of Acceptable Behaviour:**

- Taking turns
- Active participation

- Follow class room behaviour

### **Examples of Unacceptable Behaviour:**

- Talking out of turn
- Class disruptive behaviour

### **School Rules**

**Teachers have a right to teach and students have a right to learn. All students are capable of behaving appropriately.**

We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework. We have established a code of conduct, which will be displayed throughout the school, in the form of school rules.

Our School Rules are in effect at all times and should be followed by everyone in the school community. **All members of staff** have a responsibility to ensure that the students follow the school rules at all times. If they meet a student behaving inappropriately, they should address the incident.

### **Follow the School's Behaviour code, class and play ground rules in all School related environments.**

1. Students are expected to obey all of the School rules.
2. No student will be allowed to attend the School without wearing the proper School uniform. Observe the general standards of dress and uniform requirements of the School.
3. Students are expected to be on time for the School assembly in the morning.
4. A written reason must be submitted by the parent to the school administration for any student absence.
5. English to be spoken all round the School, and in all classes except Islamic, Arabic, French and Hindi classes.
6. Students are expected to take care of School property in classes, library, labs and the play ground. Respect and care for School buildings, School property and the property of others.
7. No gum chewing in the School building is permitted.
8. Students are expected to respect the School staff and their instructions.
9. Students must bring their diary to School every day.
10. Students are expected to respect each other, offensive or disrespectful language will not be accepted.

11. Parents must inform School if they would like their child to leave the School for any particular reason during the School hours.
12. Cheating in exam is not tolerated.
13. Behave in a responsible, polite and courteous manner without harassing, bullying, intimidating, discriminating or threatening any one in any way.

### **Classroom rules**

These are in line with the School code:

### **Playground Rules**

The objective of this document is to highlight the proper conduct of the students on the play ground.

- Play safely
- Keep hands and feet to yourself.
- Follow directions of duty person. Talking back, rudeness and a disrespectful tone of voice will not be tolerated.
- Play only in designated areas. Stay within boundaries and avoid:
  - Planted areas
  - Restroom areas, except when needed
  - Between and behind buildings
  - Steps and railings
  - Areas near and behind doors
- Play games that are not dangerous. Refrain from chasing, pulling and tugging at clothing, fighting (even "play fighting"), karate and judo.
- When the bell rings, stop play immediately and walk to your line quietly.
- Do not bring personal items from home unless requested by the teacher.
- Littering trash in the playground is forbidden.

### **Disciplinary actions**

For the following behavior such as:

1. Disobedience in class
2. Causing disorder in class
3. Using abusive language

4. Lack of attention in class.

### **Actions to be taken:-**

1. Gentle reminder of the rule
2. Verbal warning will be given.
3. A note to the parents will be written in the diary.
4. The consequence.

### **Appropriate Sanctions is taken which may include**

1. Talk to the class Teacher
2. Talk to the Senior Leadership team
3. Talk to the Parents

### **Routines**

Routines are essential to allow the smooth running of the school and to provide feelings of security to pupils.

Routines will be discussed regularly in each class and there will be a **display in every classroom explaining the following:**

- Beginning of the day
- End of the day
- Recess
- Change of activity
- Changing for PE
- Calling a class to order

### **Out of bounds areas during:**

#### **Class Times**

Playing in toilets  
Playgrounds  
Car parks  
Behind and in between buildings

#### **Play Times**

Playing in toilets  
Unsupervised classrooms  
Car parks  
Behind and in between buildings.

### **Procedures in School**

The students should come into class and leave in an orderly manner. They should address the teacher by name, sit quietly and listen to the teacher at appropriate times and ask permission to leave the room, so that the teacher knows where they are.

### **Members of staff should:**

- Set good examples at all times
- Have a clear understanding of the Behaviour Policy
- Apply rules fairly and firmly
- Encourage safe play and report accidents immediately.
- Listen to the Students and follow up all students complaints.
- Be alert to persistent problems and be aware of individual student's needs and employ appropriate strategies
- Give meaningful praise and encouragement
- Make sure students know what is expected of them and make learning intentions explicit
- Use agreed rewards and sanctions appropriately
- Inform Sr. Minette of any serious incidents.

### **The Responsibilities of the School Community**

Staff and Governors should

- Display good behaviour and positive work ethic
- Actively promote the St. Joseph's Code at all times
- Take an interest in the welfare of the students
- Provide work and routines within the school which will enable the students to be successful
- Be consistent and fair
- Model the expectations of the policy
- Support colleagues across the school in the management of behaviour
- Actively deal with behavioural issues whenever and wherever they occur
- Involve and communicate with parents/carers
- Be careful not to label students through their behaviour
- Provide opportunities for students to take on leadership responsibilities.

### **Students should**

- Actively follow and promote the St. Joseph's Code at all times
- Treat all members of the school community with courtesy and respect
- Take responsibility for their own behaviour and an active role in resolving issues
- Tell adults if they (or others) are upset or have a problem
- Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- Treat living things with care
- Try their best



- Take responsibility for personal possessions
- Treat everyone in the School community with kindness
- Provide a good role model for younger students.

### **Parents should**

- Support the School's behaviour policy
- Ensure their child's regular attendance and punctuality
- Work together with the school regarding discipline and management of behaviour
- Communicate to the school anything which may affect their child's behaviour/health.
- Show courtesy and respect to all members of the school community
- Respect the limitations of staff time
- Provide a good role model
- Praise good behaviour and work
- Support their children with their homework.

### **Rewards and Positive Strategies**

At St. Joseph's School we encourage positive behaviour and discourage inappropriate behaviour through the consistent application of the following framework. It is intended that the system will enable students to take greater responsibility for their own behaviour and support others to behave appropriately. All members of staff should praise students and give them encouragement when possible

When giving rewards to children we need be very clear and explicit as to why we are rewarding a particular behaviour. We must always be aware of the messages being sent to other children. Effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on appropriate behaviour and fosters intrinsic motivation.

Some children may not respond to teacher's verbal praise. They may find public praise embarrassing. We aim to catch children displaying appropriate behaviour and make a professional decision about the appropriate reward.

We must ensure we are consistent when rewarding behaviour and avoid giving mixed or confused messages to the children.

### **Rewards and strategies:**

- Verbal praise
- Approving nod, look, smile etc
- Private praise
- Public praise
- Individual smiley faces – displayed on class chart

- Stickers, stamps in books, comments on work
- Special chair
- Letters, comments sent home
- Individual Certificates, perhaps given at a special assembly
- Group certificates
- Team points/house points
- Special responsibilities either in class or around the school
- Showing work to the Principal or a member of the Senior Team

Although these strategies work well with the majority of students, there will be students who find it difficult to behave within the boundaries. When this occurs, we carry out sanctions appropriate to the type of unacceptable behaviour and the needs of the individual student.

### **Sanctions: including the “No Corporal Punishment” statement**

**The use of corporal punishment of any kind is strictly prohibited It violates the rights of the individual student and is completely contrary to the principles of this policy and the schools' stated mission, values and code.**

Students should all have a clear understanding of the consequences of inappropriate behaviour and sanctions should be applied consistently by all members of staff.

The following sanctions need to be used consistently throughout the school at all times:

1. **Reminder** – the adult gives an explanation and a rule reminder and why the behaviour displayed is wrong. It could be verbal or non-verbal
2. **Warning with choice** – The adult gives the child the opportunity of choosing to behave appropriately or accept the consequence should they continue to misbehave. The choices must be realistic and appropriate at all times.
3. **A consequence** of misbehaving or breaking a school rule is given to the child.

These include:

- 1) Relocation within the class.
- 2) Time out in another class for a fixed period of time.

- 3) A written comment from the teacher in the students' diary to be signed by the parent and the diary brought in the next day.
- 4) The class teacher speaking with parent
- 5) Referred to a member of the Senior Leadership Team
- 6) Letter sent home from a member of the Senior Leadership Team
- 7) Formal meeting with parents/SLT member/Class Teacher/Student

### **Special Educational Needs & Additional Educational Needs**

In certain cases a student may present challenging behaviour. For a variety of reasons they may find it difficult to follow our school code of conduct. In these cases, the student may have an Individual Education Plan (IEP) with specific behaviour targets and strategies. There will be clear and appropriate rewards and sanctions. These will have been agreed with the class teacher, Senior Leader for School Support and parents.

### **Criteria for evaluating the success of the policy**

Through monitoring and evaluation procedures and review of the School Improvement Plan the school will discuss the policy annually and make any necessary changes to ensure all children take responsibility for their behaviour and their learning at Saint Joseph's School.

*Sr. Carmen*

**Sr. Carmen  
Principal**

