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SCIENTIFIC SCHOOL
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Positive Behaviour Policy Boarding

DATE:	01/05/2023
REVIEW DATE:	01/05/2024
Owner:	Boarding Section
Version Number:	Version 01



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Introduction

At SISD pastoral care and wellbeing is at the heart of everything we do, supporting our core value of Togetherness. Our goal is for students to take ownership of their actions and begin to understand the link between their behaviour and its effects on self and others. Student attitudes to learning expectations are co-constructed with students and school staff, and are in line with our core values. We believe co-constructing these agreements results in students who are intrinsically self-motivated to be positive members of our community. This policy outlines procedures related to positive behaviour management, rewards and consequences.

Definition

Positive Behaviour is defined as the actions that create a positive learning environment, enabling students to work more effectively through what is said or done.

Aim

SISD creates an environment where positive behaviour and social responsibility are encouraged by reinforcement and praise. It is believed that a positive academic and social climate is necessary for positive student outcomes on their learning journey.

SISD Boarding Positive Behaviour Policy aims to:

- Ensure consistency of standards of expected behaviour for boarding students.
- Provide a positive learning environment for all members of the SISD community which allows personal, social, physical and academic growth.
- Develop student agency through co creation of essential agreements.
- Promote good relationships to facilitate the school community working together with the common purpose of helping everyone to learn.

Procedures and Practices

Boarding Core Agreements

The Boarding Houses have 5 core agreements which all boarding students are required to adhere to:

1. Punctuality

Boarders are required to ensure they are punctual to all boarding roll calls, and check in times whilst on boarding trips. Curfews must also be adhered to at all times.

2. Tidiness and cleanliness

All boarder's must ensure they keep their bedrooms clean and tidy at all times. Pantries, and common areas, must be cleaned and tidied up after use by the students.

3. No devices at mealtimes

Devices are not permitted at mealtimes to enhance the social aspect of mealtimes. This does include mobile phones, and headphones.

4. Respecting personal spaces of others

Boarding students from Grade 6 – 9 are in shared rooms, with Grade 10 – 12 students in single rooms. Students must only enter their allocated bedroom.

5. Respect

Boarding students are required to demonstrate respect to all members of the SISD community, and those that they meet off campus on trips. It is important that all boarding students demonstrate respect to the local culture and customs.

Role of the Boarding Houseparents, Academic Tutors and Matron

- To co-construct essential agreements with boarding students for the boarding houses at the beginning of the year and review as needed.
- To communicate essential agreements to the boarding students, and all boarding staff, through a house meeting, and displays in common areas for easy reference.
- To provide continuous reminders on essential agreements and redirect negative behaviour through positive behaviour approaches.
- To create a positive boarding environment, with praise and positive reinforcement to provide students with opportunities to make positive choices.
- To be consistent, treating each student with the same respect and understanding, use positive statements and avoid using negative statements that may insult or humiliate the student.
- To record and report boarding behaviour concerns on ORAH.
- To consult with Deputy Head of Boarding, and Head of Boarding, on sharing concerns with parents. Concerns that are shared by parents may be done so via a telephone call, zoom call or an e-mail. All telephone calls and zoom meetings must be followed up with an e-mail.
- To co-ordinate relevant communication on behalf of Secondary, acting as the point of contact for boarding parents.
- To liaise with the relevant Grade Learning Co-Ordinator in Secondary to discuss wellbeing and behaviour issues in regular meetings, supporting each other with strategies, methods and success stories. All meetings must be minuted.
- To act as a positive role model, demonstrating positive relationships with community members.
- To follow the Escalation Procedure described in the levels below in Appendix 1.
- Develop Pastoral Support Plans, or Monitoring Plans, for boarding students when necessary.

Role of the Boarding Assistants and Junior Assistants

- To report any positive behaviours or concerning behaviours to the lead boarding staff member on duty.
- To be a positive role model, demonstrating positive relationships with community members.
- To follow the escalation procedure described in the levels below in Appendix 1.

Role of the Deputy Head of Boarding

- Set high standards and expectations for positive behaviour and communicate these to all stakeholders.
- Support the school community in achieving high standards of positive behaviour.
- Report incidents as necessary to the Head of Boarding.

Role of the Head of Boarding

- Support the school community in achieving high standards of positive behaviour.
- Report incidents as necessary to the Extended Leadership Team.

Role of the Boarding Students

- To respect the essential agreements, co-constructed with all adults and students in the boarding houses, and boarding core agreements.
- To maintain positive relationships with all members of the community.
- To display calm, safe, respectful behaviour in all areas of the school and in wider school, and boarding activities.
- To work towards achieving their full potential and seek support from adults in boarding when necessary.
- To actively support and adhere to the 5 Core agreements.

Role of the Parents

SISD works collaboratively with parents as partners to ensure there are consistent messages about behaviour expectations and related consequences.

- To participate in discussions and meetings regarding their child's wellbeing and behaviour.
- To have a role in implementing behaviour management strategies for their child which have been agreed and advised by school as necessary.
- To be aware of and support behaviour agreements that have been co - constructed, co - operate with the school, support their child's journey through social and emotional development.
- To support the school's decision when applying consequences to deal with any specific incident/issue.
- To acknowledge, in writing, major disciplinary procedures involving their children.

Positive Reinforcement and Restorative Practices

At SISD, consequences are defined as results or effects that can be positive or negative. These are implemented and re enforced through the IB Learner Profile attributes, and our House Point system.

Positive Reinforcement

Positive behaviour is rewarded with a positive merit to promote a happy and healthy home for our boarding students.

Examples of rewards can include;

- Verbal praise and positive feedback.
- Celebrating excellence through boarding house meetings, or announcements.
- Student work being displayed.
- Housepoints.
- "Student highlight" on boarding TV screens.
- Positive behaviour notes on ORAH.
- Meaningful additional privilege.
- Recognition in award assemblies.
- Head of Boarding or Deputy Head of Boarding postcard.
- Boarding team e-mail, discussion or phone call with parent.

Restorative Practices

At SISD we foster and enable students to engage in restorative practices. These promote inclusiveness, relationship building, problem solving and accountability.

Examples of restorative practices can include;

- Reminders of essential agreements and have a conversation with the student confidentially.
- Student reflection of their behaviour with the boarding staff member. In some cases, a student will complete a reflection form which will be sent home to be signed by a parent.
- Student led consequences such as an oral or written apology letter or a project-based assignment which requires students to reflect on social and communication skills.
- Students co-create their plan of action which might include community service, supporting adults/children around the school.
- Consultation with the school counsellor to develop a support plan.

Pastoral Support Plan and Monitoring Plan

Pastoral Support Plan

The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP is aimed as a supporting mechanism for the students, and the following may be considered or implemented:

- Changes to rooming assignment in boarding.
- Adaptations to unstructured times, such as supervision in common areas.
- Behaviour monitoring card.
- Ensure Positive Behaviour Policy is consistently applied.
- Review behaviour management strategies.
- Discuss concerns and areas for improvement with the student.
- Discuss concerns and areas for improvement with the parents.
- Liaise with Secondary Team to ensure there is wrap around care and support.
- Consult relevant colleagues.
- Additional staff training.
- Referral to, and liaison with, Senior Leadership Team.
- Referral to outside agencies.
- Withdrawal from boarding sessions for personalised support sessions.
- Use of IT.
- Risk assessment.
- Allocation of a mentor.
- Restorative approaches work.

Monitoring Plan

Monitoring is designed to serve as a support mechanism for students who have come to require a formal system by which they can reflect upon their behaviour with the goal of personal development. It is important to note that it is a support mechanism and not a punitive measure.

Students under monitoring will discuss and agree upon goals to work toward and will receive regular feedback on their progress.

A monitoring period will be implemented in which a student's behaviour is regularly reviewed by their Boarding Academic Tutor and Houseparent in the first instance.

If necessary, this monitoring will be escalated to the Deputy Head of Boarding, and thereafter the Head of Boarding.

House Sanctions

House sanctions may be applied so that the students involved in inappropriate conduct may actively reflect on their actions.

These may include;

- TV or gaming restrictions.
- CAS, Service Learning or Service as Action assignments.
- Early curfew.
- Early morning reporting.
- Confiscation of devices.
- Loss of personal time.

Evening House Reflection

Students whose behaviour has not improved after previous sanctions, or who have committed a more significant offence will be required to attend an evening house reflection session which runs from 20:00 – 21:00. This will take precedence over co-curricular activities.

Sunday Reflection

Students whose behaviour continues to breach the Positive Behaviour Policy, after attending 2 evening house reflections, will be required to attend a Sunday reflection session between 07:00 – 10:00.

Gating

Students who are gated are not permitted to leave the SISD campus, or apply for weekday, and weekend exeats.

- House gating can be used for varying periods of time, as appropriate, when concerns have been expressed about a student by staff and/or parents.
- The gating period will be defined by the Deputy Head of Boarding in collaboration with the Head of Boarding.
- Weekend, or weekday exeats, will not be granted during the gating period.

Withdrawal of Boarding Place

Short Term Withdrawal of Boarding Place

- The short-term withdrawal of a boarding place is given to students where a one-off offence takes place which is deemed to be inappropriate, or due to a combination of factors over a period of time.
- A short-term withdrawal of a boarding place is normally for between 1 and 7 days.
- It is parental responsibility to place the student with a suitable in country guardian for the student to continue attending day school during this time.
- A longer period of time may be deemed necessary depending on the exact nature of the behaviour.
- The withdrawal may be implemented where the student's behaviour presents a health and safety hazard to other boarders, or where it indicates a failure to benefit from or cope with, the boarding environment.
- Students who return to boarding after a short-term withdrawal will be placed on a Boarding Support and Monitoring Plan.
- If the student has received a number of withdrawals of boarding place, or carried out what is deemed as an extremely serious one-off offence, they may be at risk of their boarding place being permanently withdrawn

Temporary Withdrawal of Boarding Place during Study Leave

- During study leave periods, students may continue to be resident in the boarding house and study either in school, or at the boarding house depending on school arrangements.
- During official exam periods, students may continue to be resident in the boarding house and attend exams from the boarding houses depending on school arrangements.
- Boarders must be aware that boarding, and school, rules apply to them at all times during study leave and exam time, and any breach of school or boarding rules will lead to interventions being imposed.
- Any incident which leads boarding staff to assess that the student is unable to abide by the rules and guidelines in place, will result in a temporary withdrawal of boarding place, and the student will not be permitted to continue to board.
- In such circumstances parents will be responsible for making alternative arrangements to ensure the student is in school for their exams.

Permanent Withdrawal of Boarding Place

- Permanent withdrawal of a boarding place may be deemed necessary for one off serious offences, failure to complete a successful Pastoral Support Plan, or a combination of factors as detailed in the Parent Contract.
- The Head of Boarding will consult with the principal, and Deputy Head of School, on any issues relating to a student being permanently withdrawn from boarding.

Permanent Exclusion from both Boarding and Secondary

- A permanent exclusion is applied when a student's return to SISD would put other students at risk in both boarding and Secondary.
- A permanent exclusion will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so.
- If the behaviour aligns itself with an external exclusion, the KHDA will need to be involved in the sanction.
- A permanent exclusion is applied by the Principal, in collaboration with the Head of Boarding and Head of Secondary, when approved by the Governing Body and the KHDA.
- Parents retain the right to appeal to the Governing Body and the KHDA against a decision of permanent exclusion.

Vaping, Smoking, Alcohol and Drugs

- SISD is a smoke and vape free campus, including the boarding houses. Students are strictly forbidden from possessing, consuming, or distributing any vaping or smoking materials on campus.
- Possession or use of alcoholic beverages on campus or in connection with any off-campus activity by any boarding student is prohibited.
- Possession or use of drugs, inhalants, chemical substances, drug paraphernalia, or any smokeless device which is determined to have been used, at any time, to deliver illegal substances (including e-cigarettes or vaping products) is also prohibited.
- Providing or facilitating the use or possession of drugs, alcohol, or devices or paraphernalia for drugs or providing, selling, or possessing illegal substances or alcohol is a violation.
- Breaches of rules of this nature can be escalated by Boarding Senior Leadership directly to Level 5 status, resulting in potential sanctions up to and including a permanent withdrawal from boarding.
- In addition to students being referred to the behaviour protocol, incidents of vaping, smoking, alcohol consumption or drug use will be treated as a direct threat to the safety and wellbeing of all individuals living in the boarding house. Students will also be signposted to an internal program of counselling and education. This will include information on the short-term and long-term implications of such activities, alongside strategies to help students self-regulate

to reduce the likelihood of repeat behaviour. Students may also be asked to conduct research and make a presentation on vaping, smoking, tobacco, nicotine etc.

Appendix 1 –House Essential Agreements

In addition to the laws of the United Arab Emirates, and in support of the school's 'BEST' values, the following House Essential Agreements have been co-constructed with students to form non-negotiable expectations of all persons living in the boarding house.

- Treat the house and those who are in the house with honesty and respect.
- Be punctual for all roll calls and boarding sessions.
- Store and eat food items in the designated areas. No food is to be eaten or stored in student bedrooms.
- Submit all medications, including over the counter (OTC) medications, to the boarding team for storage. No medication is permitted to be stored in student bedrooms.
- Maintain personal space boundaries, by avoiding being in the rooms of other students. Students must only be in their assigned rooms.
- Own, and use, a plug-in alarm clock to ensure timely wake ups. Mobile phones are not sufficient.
- Ensure the Exeat Policy is followed for all exeat permissions.
- Comply with agreed location and return times when exeat is granted.
- Ensure medication is not stored in student rooms and are reported to the Boarding Team.
- Refrain from returning to the boarding houses during the school day.
- Follow the school dress code policy.
- Submit passports, ID cards and all relevant documentation for safekeeping with the Boarding Team.
- Work quietly in all study areas, and respect the time, space and silence of others who are studying.
- Keep room and common areas tidy and clean. Plates and cutlery must be washed up by the student after use.
- Maintain efficient and up to date laundry management.
- Ensure there is no more than 500aed stored in the room safety deposit box.
- Use fire exits for emergencies only, and not for entering and exiting the building at other times.
- Use elevators only if a Grade 11 and 12 students, or in the case of being granted a medical pass by the school doctor.
- Be in rooms on time at bedtimes and remain in own room after lights out.
- Ensure punctual attendance to school and all registered ASAs.
- Not have matches, candles, lighters, scissors, blades and other harmful materials in the boarding houses.

- Seek permission from the Head of Boarding for changes to room structure or furnishings.
- Comply with any reasonable request made by the Boarding Team.
- Not have games consoles in student bedrooms
- Submit phones, devices and any other item deemed appropriate, by the Boarding Team when requested.
- Submit all electronic devices for an annual Portable Appliance Test (PAT).

Appendix 2 – Positive Behaviour Reward Matrix (PBRM)

Award	Description	Awarded By	House Point Value
House Points	Awarded for positive behaviour	All Staff	1
BEST Award	Awarded for acts that embrace the core values of SISD	Academic Tutors	5
Boarding Merit	Awarded due to outstanding effort as a global citizen, contribution to service learning or boarding initiatives, combined with excellent academic progress and attainment	Deputy Head of Boarding	10
Boarding Commendation	Awarded due to exceptional academic or pastoral commitment over a range of various areas	Head of Boarding	20

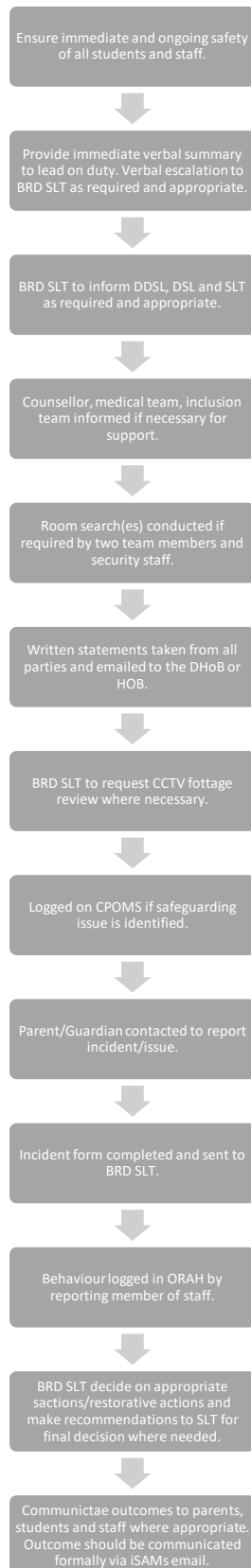
Appendix 3 – Behaviour Intervention Matrix (BIM)

Nature of Behaviour	Possible Interventions & Sanctions	Reporting Expectations
<p>Level 1</p> <ul style="list-style-type: none"> • Out of room after bedtime • Late to roll call • Untidiness in common areas • Untidiness in bedroom • Chewing gum/eating/drinking in unauthorised areas • Disrupting others • Littering • Noncompliance with instructions • Nonengagement in boarding sessions • Unauthorised use of elevators/fire escapes/restricted areas • Unauthorised ordering of take aways 	<p>Reflective conversation with the student, discussing behaviour and alternatives.</p> <p>Focused on agreements to improve behaviours.</p>	<p><i>All boarding staff.</i></p> <ul style="list-style-type: none"> • Logged on ORAH • Inform boarder’s Academic Tutor
<p>Level 2</p> <ul style="list-style-type: none"> • Repeated Level 1 behaviour. • Disrespectful behaviour • Inappropriate conduct during leisure time/boarding activities • Inappropriate use of language. • Inappropriate use of technology, equipment or materials 	<p>Notification to parents via ORAH.</p> <p>House Sanctions.</p> <p>Evening House Reflection.</p> <p>Pastoral Support Plan.</p> <p>Monitoring Plan.</p>	<p><i>All boarding staff.</i></p> <ul style="list-style-type: none"> • Logged on ORAH. • Report to lead person on duty. • Deputy Head informed by e - mail for monitoring.
<p>Level 3</p> <ul style="list-style-type: none"> • Repeated Level 1/2 behaviour • Missed curfew • Direct defiance to staff request • Inappropriate use of language towards staff • Using abusive language, derogatory or racist remarks or gestures. • Leaving campus without authorisation • Unauthorised absence from activities. • Damaging school property • Low level violence, not resulting in injury • Threatening or intimidating behaviour • Unauthorised sale or distribution of goods on SISD grounds, school transport and/or at boarding sanctioned events. 	<p>Notification to parents via e – mail.</p> <p>Parent meeting.</p> <p>House Sanctions.</p> <p>Evening House Reflection.</p> <p>Sunday Reflection (with LT approval only)</p> <p>Pastoral Support Plan.</p> <p>Monitoring Plan.</p>	<p><i>House Parents and Academic Tutors</i></p> <ul style="list-style-type: none"> • Logged on ORAH • Incident Report • Any physical harm logged in CPOMs.

<p>Level 4</p> <ul style="list-style-type: none"> • Repeated Level 1/2/3 behaviours. • Bullying. • Fighting. • Theft. • Moderate violence, resulting in minor injury. • Vandalism of personal items belonging to others. • Vandalism of SISD environment and/or its contents. 	<p>Notification to parents via e – mail on the day of the incident. Parent meeting. House Sanctions. Sunday Reflection Pastoral Support Plan with a review date. Monitoring Plan with a review date. Short term withdrawal from Boarding.</p>	<p><i>Deputy Head of Boarding</i></p> <ul style="list-style-type: none"> • Logged on ORAH • Incident Report • Any physical harm logged in CPOMs. • Risk assessment • Seek support from Head of Boarding. • Round table with secondary team.
<p>Level 5</p> <ul style="list-style-type: none"> • Repeated Level 1/2/3/4 behaviours. • Actions that threaten the health, safety and/or wellbeing of others. • Altering/tampering with school records. • Possession of weapons, or any unauthorised materials of any kind. • Premeditated attack on another person. • The possession, use, sale or distribution of tobacco, alcohol, vape, and/or drugs on SISD property, SISD transportation and/or at SISD sanctioned events. • Violation of school guidelines that endangers the reputation of SISD, staff or other students. 	<p>Notification to parents via e – mail on the day of the incident. Parent meeting. Short term withdrawal from Boarding. Permanent withdrawal from Boarding.</p>	<p><i>Head of Boarding</i></p> <p><i>Deputy Head of School</i></p> <ul style="list-style-type: none"> • Logged on ORAH • Incident Report • Any physical harm logged in CPOMs. • Risk assessment. • Seek support from Principal.

The Boarding Team reserve the right to classify the category of any breach of behaviour, and subsequent associated interventions and sanctions.

Appendix 4 –Referral Flow Chart for Staff (Serious Incidents)



Appendix 5: Boarding Student Leadership Role in Promoting Positive Behaviour

Boarding StuLT's role is to encourage positive behaviour and promote ethos of SISD.

Good behaviour, helpfulness from student: BStuLT notices and acknowledges student with personal comment to the student.



Good behaviour encouraged – students show initiative or are often helpful.

BStuLT e – mails House Parent for house points to be awarded.



Student behaves exceptionally well.

BStuLT recommend as "boarder of the week".



Incentive to continue behaving well.



Student achieves something exceptional.

Photo shown on boarding TV screens.



Recognition of Achievement.

Linked Policies	Whole School Behaviour Policy Boarding Exeat Policy Safeguarding and Child Protection Policy Boarding Search and Confiscation Policy Attendance Policy Boarding Missing Child Policy
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