Behavior Policy
Early Years
2026 - 2027

PACE
MODERN BRITISH SCHOOL
DUBAI, UAE

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A. INTRODUCTION

A teacher's response has crucial consequences…it creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or take revenge… Teachers have the power to affect a child's life for better or for worse. A child becomes what s/he experiences. While parents possess the original key to their offspring's experience, teachers have a spare key. They, too, can open or close the minds and hearts of children.

Haim Ginott

The policy is based on the following principles:

- High expectations
- Shared understanding
- Mutual respect and trust
- Fairness
- Honesty

- Positive reinforcement
- Partnership with parents and carers.

Our school provides a welcoming, caring environment where children and young people are supported and encouraged to learn through personally tailoring curriculum opportunities and approaches to meet individual needs. Supporting our children and young people in taking responsibility for good behaviour and ensuring the inclusion of each individual is the duty of every member of our school communities. In our schools we provide system of rewards for good or improving behaviour and pathways for reflection, reparation and correction where behaviour does not reach the expected standard and impacts on the education, safety and wellbeing of others. These are supported and applied consistently and fairly across all of our school.

B. CODE OF CONDUCT

In our school, we believe:

- Everyone should feel safe and secure
- Everyone should feel cared for and valued
- Everyone has a responsibility in creating and sustaining a positive environment
- Everyone is equal regardless of race, colour, gender or religion

Each day we expect:

- All children to attend school on time wearing the correct uniform and with the right equipment including homework, PE kits, learning packs
- Our school building and school property to be treated with respect
- Children and young people to behave in a way that **does not** cause harm to others

- Children and young people to act in a way that **does not** bring the school into disrepute

Promoting positive behaviour:

- Every pupil is treated as an individual – We get to know and understand our children well. There is a high level of adult pupil ratio which allows staff to identify individual needs and ensure targeted support is provided to all those who need it in a timely manner.

- Every member of staff within school is aware of each pupil's individual learning, behaviour needs and risk assessments associated with them.

- A holistic approach to children's education, ensuring staff work collaboratively to meet the academic, pastoral and mental health and wellbeing needs of all our pupils. Pupils voice forms an integral part of shaping our educational provision

- We offer unconditional positive approaches to all of our children. We acknowledge and accept that mistakes can be made, but we separate the behaviour from the pupil and support the pupil consistently without prejudice or judgement.

C. STAFF RESPONSIBILITIES

Positive relationships between staff and children are crucial in establishing and maintaining consistently high standards of behaviour. An essential aspect of creating positive relationships is to develop children's self-esteem. Everyone needs to feel good about themselves, to receive recognition, attention and appreciation. Some children are vulnerable at home and isolated at school. It is the role of all staff to create a sense of belonging, acceptance and to teach children how to enjoy friendships. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages high levels of engagement from pupils

- Display and regularly reinforce classroom rules and expectations and support pupils within these
- Leading by example
- Greeting pupils in the morning with a welcoming smile and a friendly face.
- Concluding the day positively and starting the next day afresh
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally. Highlighting, promoting and naming good behaviours every lesson
- Having a consistent plan for dealing with low-level disruption
- Using positive reinforcement and consistent responses to good learning behaviours
- Being fair and consistent with praise and punishment
- Giving children strategies for resolving difficult situations, such as the use of thinking time.
- Responding when asked for help.

D. REWARDS AND INCENTIVES

In a Behaviour Policy based upon positive reinforcement, it is vital that our children are made aware of the privileges, rewards and incentives which can be earned by working hard and behaving well. At Pace Modern British School, we believe strongly in the value of a smile or a positive verbal comment as a reward for good behaviour. Good choices are rewarded in a range of ways including:

- Sharing their work with the class or another member of staff
- Star of the week rewards

- A positive telephone call home or a catch up with parent/carer at hometime.

- Individual class reward systems (e.g. stickers, prizes, dips in a treasure chest etc). Each class across FS will use different reward systems, but these are all given for the same reasons.

However, children should not always expect material rewards for good behaviour and hard work as this is not conducive to developing self-motivated pupils. We want children to be motivated by their achievements and successes and not solely by rewards and prizes.

E. CONSEQUENCES

Where behaviour causes harm, damage or disruption, we support our children to self- regulate their behaviours and to understand that actions have consequences. These may include:

- Reflective conversations to explore understanding of harm and impact on others

- Removal from social spaces and/ or from others to protect from harm, including verbal, emotional or physical harm.

- Letters, phone calls home to parents/ carers or arranged meetings for more serious or multiple incidents

- Supporting ownership of behaviours through home – school liaison books

Across early years, it is extremely important that we encourage the children to reflect on their behaviour. In order to do this, we are going to introduce traffic lights and thinking time.

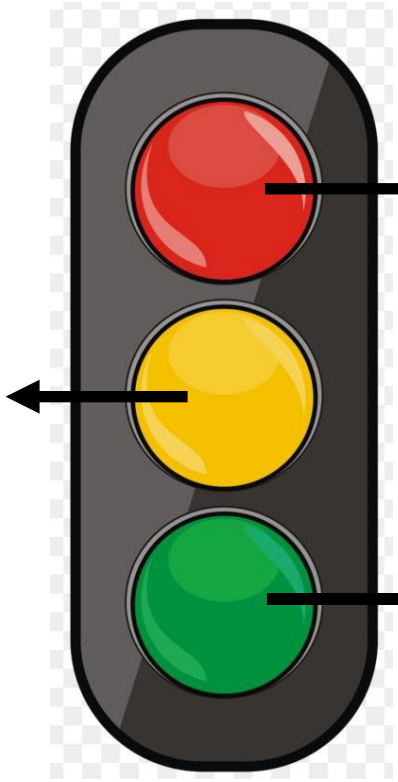
This will work as follows:

Each child will have a picture of their face stuck on to the traffic lights. At the beginning of each day, all faces will be placed on green to demonstrate a fresh start. If a child fails to listen to instructions first time, has to be spoken to more than once etc, they will move their face on to amber. This allows the child the opportunity to put it right. If their behaviour continues, their face will be moved

to red, resulting in some thinking time. Thinking time will be in a designated area of each classroom. This will be easy to locate as there will be a thinking bubble where the thinking time spot is within each classroom.

The teacher will have a conversation with the child, and they will be encouraged to reflect on their behaviour. Questions like “why did you do that?” and “what made you feel like that?” will be asked in order to encourage the children to try and self-regulate their behaviour. Once they have had their thinking time and an opportunity to reflect, they will be encouraged to join back in with the others; giving them the opportunity to move back down the traffic light system on to green. We will encourage the children to be heavily involved in this, so they have the opportunity to change their behaviour instantly, if moved to amber etc.

If there is a physical incident i.e. hitting another child or defacing school property, the child will be instantly asked to go on the thinking spot, resulting in them moving to red. They will be encouraged to reflect and apologise and then move back down the traffic light system as per the policy.



I have not been able to put my behaviour right. I need some thinking time to help me understand what I can do next time to make it right.

I have not been able to follow simple instructions. I have an opportunity to put my behaviour right.

I am able to follow all school rules and instructions given.

F. RECORDING AND REPORTING

All major incidents such as physical incidents will be recorded on to the school system. If parents need to be informed etc, details of the phone calls will also be recorded.

Details will include:

- Name of child
- Date
- Time of incident
- An account of events leading up to and including the incident
- Staff involved
- Actions