

SWISS
INTERNATIONAL
SCIENTIFIC SCHOOL
— D U B A I —

Pastoral Care and Anti-Bullying Policy



At SISD pastoral care and emotional well-being 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 behavior and its effects on others. Student behaviour expectations are co-constructed with students and teachers 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.

PHILOSOPHY

Primary School Behaviour Agreements

We uphold the IB learner profile attributes and use these as our code of conduct and character development. Please see these described on the next page. We believe that a positive academic and social climate is necessary for student learning. We also believe that responsibility for establishing this climate is shared by each student, faculty member and parent. We value having students create and honour essential agreements, demonstrating an understanding of their purpose. We believe co-constructing certain parts of these agreements results in better understanding from all involved when they are part of the creation. Part of the learning process involves making decisions and sometimes making mistakes. However, we expect that students will learn from their mistakes and demonstrate growth. The purpose of behaviour agreements at SISD is to co-construct a positive learning environment that is safe, nurturing and allows for personal, social, physical and academic growth. Behaviour agreements are divided into whole school, grade level, class wide and individual expectations. 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.



Grade Level Behaviour Agreements

Grade level behaviour agreements are co-constructed by students and teachers in a grade at the beginning of the year and reviewed as needed. We refer to these as 'Essential Agreements'. They are concise, positively stated and emphasize reflection and growth. They are communicated by the grade leader to the grade level community including students, parents and staff. These agreements adapt whole school agreements to be age and grade appropriate. They are implemented across the grade and focus on behaviour and attitude during transitions, play and social time, assemblies as well as fieldtrips. These agreements are implemented by grade level teachers and supported by the grade leaders and the Pastoral Care Team.

In-Class Behaviour Agreements

In-class behaviour agreements are co-constructed by students and the teachers of a subject and/or class at the beginning of the year and reviewed as needed. These apply to homeroom and Specialist classes e.g. PE agreements, Grade 3A agreements. The class agreements are communicated by the class teachers to the class students and parents through a newsletter at the beginning of the year and displayed in a learning space for easy reference. These agreements adapt whole school and grade level agreements to be subject and/or class specific. These agreements are implemented by Specialist subject and classroom teachers and supported by the Grade Leader and Pastoral Care Team.

Individual Behaviour Agreements

In cases where students need individual behaviour agreements, they are also co-constructed. If needed, the Pastoral Care Team will support through a Classroom support plan. Classroom support plans will be developed through input from the student, all teachers teaching the child, and parents. Where necessary, references may be made to consultations and/or reports from external bodies. The agreements are reviewed and refreshed regularly through reflection form all supporting teachers, parents and child systematically. Individual agreements apply to homeroom and Specialist classes e.g. PE agreements, Grade 3A agreements. The agreements are communicated by the classroom teachers to the student, parents, and all teachers teaching the child in writing and through face-to-face discussion. This is supported by the grade leader and Pastoral Care Team.

Individual behaviour agreements are personalized for the child and may adapt or modify whole school, grade level, and/or in class agreements to be individualized. These agreements are implemented by the student, parents, all teachers teaching the child, and the Inclusion Department with support from the Pastoral Care Team. Responsibility for implementation may be extended to other classmates and /or members of the school community e.g. Canteen staff, Receptionists, Security.

IB Learner Profile Attributes

The IB learner profile is used as part of the co-construction process when creating essential agreements at whole-school, grade, class and individual levels.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Any behavior related issues should always be immediately addressed by the teacher responsible for the child/children at that time. The chart below illustrates the roles and responsibilities of our community members. It is imperative that all teachers and parents adhere to the escalation process below. Should a community member choose to skip levels, it can be expected that he/she will be referred to the correct level.

Role of the Student

It is the shared responsibility of students to respect the behaviour agreements co-constructed with all adults and students in school. This will lead to students who are intrinsically motivated, accountable for their actions and capable of establishing and maintaining positive relationships. Students who follow the agreements made will be empowered to demonstrate the IB Learner Profile Attributes.

Role of the Teacher

Teachers use positive behaviour management strategies to promote a happy and healthy learning environment for students through verbal praise and positive feedback, house points etc. Responsibilities of the teacher are to:

- Co-construct essential behaviour agreements and related consequences with students
- Praise children on individual/group basis
- Provide students with informed choices
- Record patterns in behaviour
- Be consistent, treating each student with the same respect and understanding
- Share positive and negative consequences with parents regularly and systematically
- Be a positive role-model, demonstrating positive relationships with community members
- Follow escalation procedure when negative behaviours are repeated, seeking support of grade leader or Pastoral Care Team as appropriate

Role of the Support Staff

Support staff (teaching assistants and classroom assistants) use positive behaviour management strategies to promote a happy and healthy learning environment for students through verbal praise and positive feedback, house points etc. Responsibilities of support staff are to support teachers and other community members as outlined above.

Role of the Parent

The school works collaboratively with parents so children receive consistent messages about behaviour expectations and related consequences. We aim to build a supportive dialogue between the home and the school. We expect parents to be aware of and support behaviour agreements that have been co-constructed, cooperate with the school, support their child's journey through social and emotional development, support the school's decision when applying consequences to deal with any specific incident/ issue



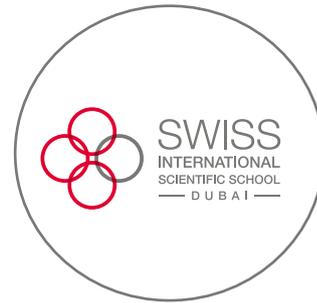
Parents are expected to formally acknowledge disciplinary procedures involving their children. This may include visiting the school about documentation and binding agreements with signatures.



Brian Nolan
Deputy Head Of Primary



Neha Qazi
PY Councilor



Adrianna De Groot
Head of Inclusion

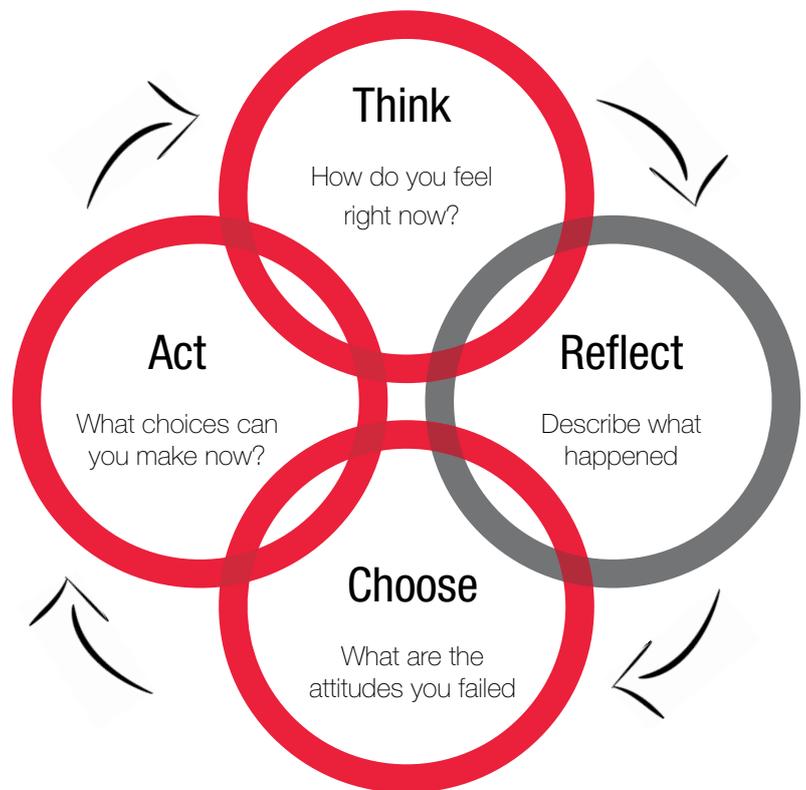
Role of Pastoral Care Team

It is the responsibility of the Pastoral Care

Team to:

- Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- Ensure this policy is implemented consistently throughout the school
- Ensure the health, safeguarding and protection of all children in the school
- Maintain records of behaviour management through iSAMS
- Ensure appropriate consequences are issued for fixed-term internal and/or external suspensions to individual students for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour.

Serious acts of misbehavior include, but are not limited to:



Behaviour	Examples
Bullying in its various forms	Bullying in its various forms Physical bullying, Verbal bullying, Bystander bullying, Relational aggression, Cyber bullying, Prejudicial bullying
Physical Aggression	Biting, Hitting, Punching, Kicking, Destruction of Property etc. Repeated disrespectful language and defiant behaviour- refusal to cooperate etc.

If parents have any concern about the way that their child has been treated by a member of our community, they should initially contact that person. If the concern remains, they should contact the Pastoral Care Team.

At SISD, consequences are defined as results or effects that can be positive or negative. These are implemented and reinforced through the IB learner profile attributes, our Moral Education curriculum and our House Point system and are co-constructed and directly related to essential agreements.

Positive Consequences

Positive behaviour is rewarded with a positive consequence in order to promote a happy and healthy learning environment for our students.

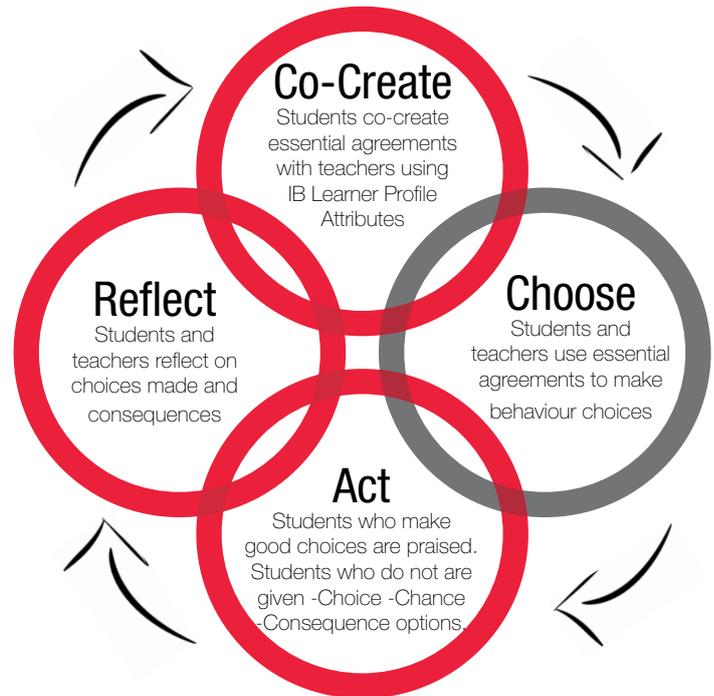
Examples of rewards include:

- Verbal praise and positive feedback
- Celebrating excellence through class, grade or whole-school assemblies
- Teacher email, discussion or phone call with parent
- Meaningful additional recreational time
- House points

*All rewards are aligned with health and safety procedures.

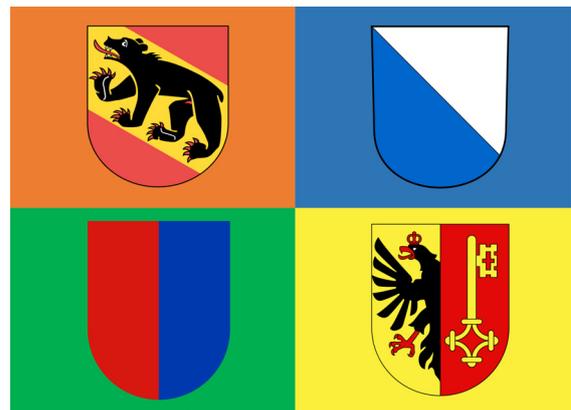
*Sugary or junk foods are not used for reward.

*Free browsing on devices is not used for reward.



Restorative Practices

At SISD we foster and enable students to engage in restorative practices. These promote inclusiveness, relationship-building and problem-solving, through methods such as reflection, student led consequence creation and focus on action taking that supports all parties with an emphasis on resolution and personal growth. Instead of punishment, consequences are used to encourage students to reflect on and take responsibility for their actions and come up with plans to repair harm.



House Point System

The student population is distributed into four houses, Bern, Geneva, Lugano and Zurich. Each house has students representative from Grade 1 to Grade 5 as well as teachers. House leaders are two pupils (one boy, one girl) chosen from Grade 5. These leaders are supported by two teachers. Children of a family are assigned to the same house to develop identity and support togetherness. The house point system allows for accumulation of points every month in the first semester. In the second semester house points are accumulated up until Spring Break and then until the end of the academic year. The house teams work together to earn points as individuals, small groups and as a whole House under four categories- Sport, Academic, Culture and Spirit. The winning house with the most accumulated points is rewarded. All staff members of the school community are responsible for awarding house points. The points are collected per child by the class teacher using reward charts in the classroom. The points for each house are added up and displayed publicly in the school. The winning house wins the reward for the respective period.

When a student's behavior falls below the expectations communicated through whole-school, grade level, class or individual behaviour agreements, a negative consequence is applied. While maintaining respect for the student, this approach will ensure that the safe learning environment is preserved and that positive choices and consequences are highlighted.

Failure to follow school behaviour agreements is treated seriously. Our goal is for students to think, act, choose and reflect while accepting responsibility for their actions and beginning to understand the link between their behavior and its consequences.

The following approach is taken by teachers:

Step	Action	Example	Responsible
1	Teacher highlights agreement not being met	"Which agreement are you failing to demonstrate?"	Teacher
2	Student given a choice : Students who make the right choice here should be acknowledged verbally	"What should you do next?" "Good choice" / "Thank you"	Teacher
3	If behaviour continues, teacher explains consequence and student is given time and space to calm down, reflect and make a choice	"You can choose to resume working on your task or..."	Teacher
4	If behaviour is continued teacher follows through with consequence Behaviour and consequence are logged on iSAMs	Reflection, Journaling, Partial loss of social time (Time is related to age: 7 year old loses 7 minutes etc.)	Teacher
5	Teacher resets behaviour management from steps 1-4 Students can re-enter this cycle for a total of 2 more times before further action is taken with the Grade Leader. Specialist Teacher informs classroom teacher	"Now that you have reflected you can continue learning. Remember our essential agreements"	Teacher
6	Grade leader reviews and reflects with student Behaviour and consequence are logged on iSAMs Parents are informed by Teacher/Grade Leader (Template on iSAMs) If a student re-enters the cycle with a grade leader further action is taken with the Pastoral Care Team.	"You will be reflecting with me today because you were unable to follow your class's essential agreements. I will be informing your parents. If you are sent to me again, we will need to visit the Deputy Head"	Grade Leader
7	Repeated behaviour is addressed by Deputy Head Pastoral Care		Deputy Head Pastoral Care
8	Student and Pastoral Care Team review and reflect. Individual behaviour plan is implemented with student, teacher(s), Deputy Head Pastoral Care and parents.		Pastoral care Team

If students demonstrate lack of control, they may be safely removed from the class activity or isolated by removing classmates. Pastoral Care Team should be informed. Further actions may include but are not limited to suspension and/or written notice announcing refusal to re-enroll the student in the school.

Suspension & Expulsion

If a serious problem occurs where any student's safety is threatened or there are concerns which remain unresolved after several strategies have been tried, a student may be placed on suspension for a designated period of time. Suspension will first be in-school or at home. In order for a student to be readmitted to class, a conference between the Head of Primary/Pastoral Care Team and the parents will be required. During a home suspension, a student is not permitted to be on campus or to participate in any school related activity. Repeated suspensions may result in expulsion of the aggressor from the school. The matter will be referred to KHDA for ratification.

Physical Aggression

Physical aggression is behavior causing or threatening physical harm towards others. Witnessed or proven physical aggression towards community members, demonstrating lack of self-control, may lead to:

STEP 1: Safely removing the individual from the class activity or isolation through removal of classmates

STEP 2: Temporary in-house suspension

STEP 3: Temporary suspension at home. During a home suspension, a student is not permitted to be on campus or to participate in any school related activity.

Should the physically aggressive behavior continue, at the discretion of the school, decisions regarding refusal to re-enroll the student may be taken. The school encourages seeking external professional support in the case that physically aggressive behavior continues.

Communication Across Faculty

Classroom Behavior Management Plans and/or Individual Behavior Plans (if applicable) must be communicated to specialist teachers and other faculty members involved across the grade levels. Teachers can communicate electronically or utilize Grade Level Meetings to collaboratively reflect on and share behavior strategies for their respective grade levels. Grade or Phase Coordinators are expected to ensure consistency in behavioral approaches in their respective grades.

Following Up

Classroom Behavior Management Plans are established at the start of each academic year. The teachers should wait until four weeks from the beginning of term to evaluate whether students are meeting behavioral expectations in the classroom. If there are students working on Individual Behavior Plans, their progress should also be assessed at the end of four weeks to determine whether they should continue on the same plan or not.

Documentation

In the event that a student displays repetitive behaviors unaligned with the School Behavior Policy, faculty is encouraged to record them on the student's individual profile on iSAMS, accessible to all teachers working with the student. In case of behavioral episodes that involve inappropriate use of language, physical aggression, self-harm or harm to others, the witness is expected to write an incident report and share it with the Primary/Early Years Deputy. This report is strictly reserved for official use and is only shared with family members at the discretion of the respective Head.



Introduction

Our community has a shared responsibility to provide a safe, secure, caring and friendly school environment for all its members. Our child protection and safeguarding procedures have been created in accordance with the United Nations Convention of the Rights of the Child (UNCRC) 1989 of which the United Arab Emirates (UAE) ratified on January 3rd 1997 along with the UAE local Child Protection law no.3, last updated in June 2016. This document has been created to protect and safeguard the welfare of all students in our care.



Definition

Bullying is the intentional, deliberate and repeated intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of bullying rely on self-reporting by community members. Instances of proven, repeated and intentional bullying may result in suspension and possible exclusion from the school. The matter will be referred to KHDA for ratification.



Forms of Bullying

Bullying comes in many forms including physical, verbal, cyber, bystander, relational aggression and prejudicial. Bullying in all its forms is unacceptable and our community works with all members to understand and help prevent the causes and impacts.

PHYSICAL BULLYING

Bullying of a physical nature- the bully uses physical force.

VERBAL BULLYING

Bullying of a verbal nature- the bully uses words, phrases and name-calling.

CYBER BULLYING

Bullying of a verbal nature that takes place through the use of the internet and social media.

BYSTANDER BULLYING

Bullying that involves bystanders or onlookers- those who watch bullying happen or hear about it and do not take appropriate action.

RELATIONAL AGGRESSION

Bullying that involves spreading rumours and manipulating situations- often referred to as emotional bullying.

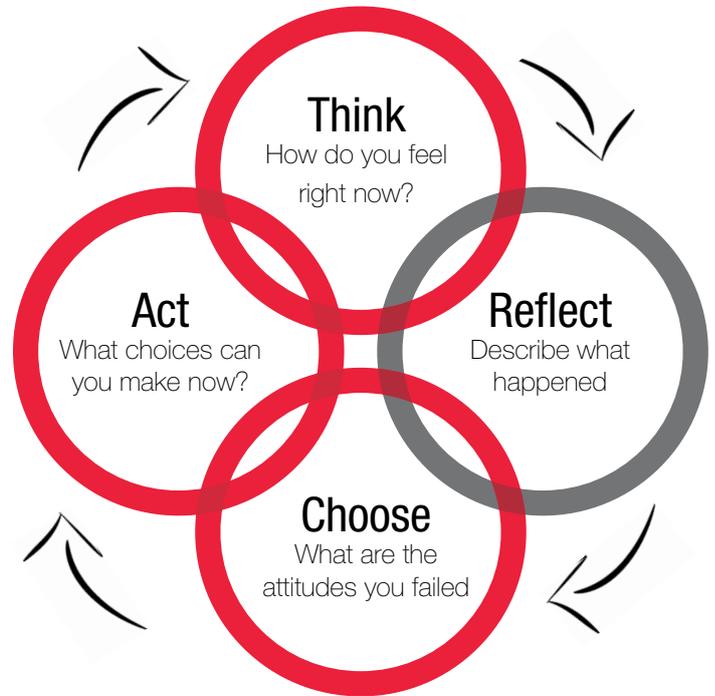
PREJUDICIAL BULLYING

Bullying directed at people based on their beliefs or race.

Any behavior related issues, including those related to the forms of bullying should always be immediately addressed by the teacher responsible for the students at that time, including incidences on hallways, during playtime etc. The leveled Behaviour Chart appearing on page 3 of this document will be followed. It is imperative that all teachers and parents adhere to the structure.

Reflection

Our approach to Pastoral Care emphasizes the central role that reflection plays in education. For students who find difficulty in respecting the behaviour agreements co-constructed at Grade, Class or Individual levels a restorative approach centered on reflection is used. The Reflection Chart below is used to facilitate reflective meetings and supports students in thinking, reflecting, choosing and acting based on their behaviour choices.



Role of the Student

It is the shared responsibility of students to report any incidences of bullying to an adult. Students must:

- Understand what bullying is (including its different forms)
- Be aware of and follow this policy
- Understand that reporting bullying is a positive action supported by all staff
- Report if they are being bullied
- Report if they see someone being bullied (bystander)
- Discuss ways of preventing bullying through the Pastoral Care Team
- Work collaboratively with teachers to prevent bullying
- Ask for further help if they do not understand

Role of the Parent(s)

The school works collaboratively with parents so students receive consistent messages about bullying. Parents must:

- Be aware of and support this policy
- Report to the school any concerns they have of their child being bullied
- Co-operate with the school
- Be assured that the school will deal with all incidents of bullying
- Support the school's decision when applying consequences to deal with any specific incident/ issue
- Be assured that they will be informed of incidents and will be involved in discussions

Parents are expected to formally acknowledge disciplinary procedures involving their children. This may include visiting the school about documentation and binding agreements with signatures.

Role of the Teacher and Support Staff

- Understand and comply with this policy
- Be aware of the signs of bullying in order to prevent bullying taking place
- Take all forms of bullying seriously
- Co-construct essential behaviour agreements and related consequences with students that support the prevention of bullying in all its forms
- Be consistent, treating each student with the same respect and understanding
- Be a positive role-model, demonstrating positive relationships with community members
- Follow procedure when repeated behaviour is demonstrated, seeking support of Grade Leader or Deputy Head Pastoral Care as appropriate
- Encourage pupils to report any incidents of bullying to any member of the school community
- Report all incidents of bullying on iSams
- Raise awareness of the wrongs of bullying, particularly through Moral Education lessons
- Use preventative strategies such as circle time and buddy systems
- Report and deal with all incidents of discrimination
- Attend appropriate training sessions

Role of the Pastoral Care team

- Implement and support this policy consistently throughout the school
- Ensure that all community members are aware of the policy
- Work to create a safe, secure, caring and friendly school environment for all community members
- Ensure that all pupils understand that bullying is unacceptable through the delivery of our Moral Education curriculum and school assemblies
- Ensure that all parents aware of this policy and that we do not tolerate bullying
- Respond and deal with all incidents of bullying in an appropriate timeframe
- Maintain records of bullying through iSams
- Provide guidance, support and training to all staff
- Monitor the effectiveness of this policy
- Bi-annually report on the success and development of this policy to senior leaders and governing body
- Ensure appropriate consequences are issued for fixed-term internal and/or external suspensions to individual students for serious acts of bullying

Role of the Governing Body

The governing body will not condone bullying and has:

- Appointed a member(s) of staff to be responsible for promoting positive pupil behaviour
- Delegated powers and responsibilities to the Pastoral Care team to eliminate all forms of bullying and to keep records of all incidents of bullying
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring that our curriculum (particularly Moral Education) supports this policy
- Responsibility for ensuring all policies are made available to parents
- Responsibility for the effective implementation, monitoring and evaluation of this policy



KEY ADVICE FOR STUDENTS

Understand our definition of bullying.

Be aware of bullying in its various forms

If you see something, say something to a trusted adult.

When online, **always respect others** - think about what you say online and what images you send / post .

When online, remember that **anything you publish online can be made public very quickly** and you will never be sure who may have seen it; once something is posted you lose control.

Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends.

When online, **learn how to block or report online bullies** or anyone whose behaviour causes you concern.

KEY ADVICE FOR PARENTS

Read our Anti-Bullying policy, familiarise yourself with our definition of bullying.

Be aware of bullying in its various forms.

Be aware of the possibility that your child is just as likely to be a bully as to be a target.

Talk to your child and understand how they are using the internet and their phone and other devices.

Be alert to your child being upset after using the internet / phones - they may be secretive, change relationships with friends .

Establish a routine in which you and your child discuss social and emotional wellbeing.

Child Protection

The health, safety and well-being of all our children is of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. Protecting children is everyone's responsibility at our school and this includes reporting any act committed by a parent, guardian or any other person, to a child enrolled in the school which results in neglect, physical or emotional injury or sexual harm. All community members have a duty and will report any suspected or disclosed issues of child protection to the Child Protection Officer (CPO). If the threat is immediate or ongoing it will be reported to the appropriate local safeguarding authorities as set in place by the UAE. If you have any concerns related to child protection please immediately inform our child protection officers. Our Child Protection Policy is available in the Parent Handbook and on our website.

Disclosure

Disclosure about intention of self-harm or harm to others will be documented and communicated rigorously to the Child Protection Officer and parents involved. Immediate safety of the student will take prevalence. In the case of repeated disclosure, the school encourages seeking external professional support.

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This receipt is a conformation that the undersigned, _____
has acknowledged, read and understood the contents of these policies.

Parent of: _____ in Grade: _____

Signature: _____ Date (mm/dd/yy): _____



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