



LITTLE FLOWER ENGLISH SCHOOL DUBAI

POSITIVE BEHAVIOR POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. ANNIE MATHEW
Role	PRINCIPAL
Date of review	18-03-2026
Date of next review	18-03-2027
Signature	

POSITIVE BEHAVIOR POLICY

Aims and expectations

It is a primary aim of our school that every student of the school community feels valued and respected, and that each student is treated fairly and well. We are a caring community. Little Flower English School values are built on mutual trust and respect for all, in accordance with the LFES core values. The aim of a positive behavior policy for students is multifaceted, targeting the enhancement of both individual student development and the overall school environment.

The primary aim of the positive behavior support policy is not a system to enforce rules. It is a means of promoting good, create a safe, respectful, and supportive atmosphere where students can focus on learning without the distractions of negative behavior.

- Instill values of respect, responsibility, and accountability, guiding students to take ownership of their actions and their impact on others.
- Support academic success by minimizing disruptions and creating a structured environment conducive to learning and concentration
- Foster social-emotional learning, helping students to develop skills such as empathy, self-regulation, and effective communication.
- Decrease the frequency and severity of behavioral problems through proactive and positive interventions rather than punitive measures.
- Encourage personal development by recognizing and rewarding positive behavior, which builds self-esteem and motivates students to maintain good conduct.

Approach

School-Wide Positive Behavior Support is a systematic whole school approach to create a safe and productive learning environment that focuses on teaching and supporting positive behavior for all students in our school. The procedures and processes are intended for all students in all settings across the school (e.g., school-wide, classroom, non- classroom and student specific individual behavior plans).

As part of School-Wide Positive Behavior Support in our school we have developed several clear rules for the behavior we expect in all areas of the school. These are displayed through our Islamic and Moral Values.

The LFES culture for learning is focused on the three R's: Responsible, Respectful and Ready

We are Respectful

- Be polite and courteous to Teachers and class mates and school staff
- Treat others with dignity, as you would like to be treated
- Respect your school environment and community

We are Responsible

- For being good role models
- For being trusting and trustworthy
- Be in the right place at the right time
- Do the 'right thing'

We are Ready

- To learn
- To support each other

The expectations for all student behavior will be clear throughout the school including playground areas, corridors, classrooms and buses. We will apply consistent consequences and positive reinforcement and teaching of the expectations for all children.

Role of the teachers:

- To create a positive learning environment with lots of praise and provide students with informed choices
- To co-construct in-class behavior agreements with students in all lessons including subject specialist and classroom teachers at the beginning of the year and review as needed
- To provide continuous reminders on essential agreements and specific positive feedback
- 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 behavior concerns to Bab Al Amal
- To complete incident reports for verbal or physical peer-on-peer abuse
- To share concerns with parents via a telephone call or an email. All telephone calls must be followed up with an e mail
- To be a positive role-model, demonstrating positive relationships with community Members

Role of the students:

- To respect the behavior agreements co-constructed with all adults and students in school
- To maintain positive relationships with all members of the community
- To display calm, safe, and respectful behavior in all areas of the school and in wider school activities
- To always work towards achieving their full potential and seek support from adults in school when needed

Role of the parents:

- The school works collaboratively with parents as partners to ensure there are consistent messages about behavior expectations and related consequences
- Participate in discussions and meetings regarding their child's wellbeing and behavior
- Have a role in implementing behavior management strategies for their child which have been agreed and advised by school as necessary
- Support the school's decision when applying consequences to deal with any specific incident/ issue
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behavior;

Strategies to promote and support good behavior:

Promoting and supporting good behavior in schools involves a range of strategies that focus on positive reinforcement, clear communication, and proactive management. Here are several effective strategies

Positive Reinforcement

Praise and Rewards: Regularly acknowledge and reward good behavior through verbal praise, certificates, stickers, points, or other incentives. Positive reinforcement encourages repetition of desired behaviors.

Recognition Programs: Implement programs like "Student of the Week" to publicly recognize students who consistently demonstrate good behavior.

Clear Expectations

Behavioral Guidelines: Establish and communicate clear, concise behavioral expectations.

Make sure these guidelines are visible in classrooms and common areas.

Classroom Rules: Develop classroom rules collaboratively with students at the beginning of the school year to create a sense of ownership and understanding.

Consistent Consequences

Fair and Predictable Discipline: Apply consequences for negative behavior consistently and fairly. Students should know the specific outcomes of their actions.

Constructive Feedback: Provide specific feedback on behavior, focusing on what the student can do to improve, rather than simply punishing them.

Student Involvement

Leadership Opportunities: Provide opportunities for students to take on leadership roles, Helping hands, Wellbeing class Co-Ordinator and Student council.

Parental and Community Engagement

Regular Communication: Keep parents informed about their child's behavior and progress through regular updates, Coffee morning with principal silver chat conferences.

Proactive Classroom Management

Structured Routines: Establish and maintain consistent routines and schedules to provide stability and predictability for students.

Seating Arrangements: Arrange seating to minimize distractions and encourage positive interactions among students.

Behavior Monitoring and Data Collection

Behavior Tracking: Use tools and systems to track student behavior over time, identifying patterns and areas for improvement.

Data-Driven Decisions: Use behavior data to inform interventions and support strategies tailored to individual student needs.

Restorative Practices

Restorative Circles: Implement restorative questionnaire where students can express issues.

Support Systems

Counseling Services: Provide access to school counselors for students who need additional emotional or behavioral support.

Consequences

- Once an incident is reported, the DSL takes charge and follows the SOP
- The first reporter must complete an incident report form handover to Supervisor/Counselor
- Further procedures will be carried out as per the school's Discipline Policy.