

Elementary Positive Behavior Policy Grades 1-4

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ELEMENTARY POSITIVE BEHAVIOR POLICY

Contents

Rationale.....	3
Aims of Policy	3
Rights	4
Visible Consistencies	4
Our ASCS Behavior Blueprint	5
Scripts for Conversations	6
Visible Consistencies in Lessons.....	7
Code of Conduct	12
Positive Behavior Management System.....	13
Overview of system.....	13
Consequences for minor disruptions in the classroom.....	14
Behavior Report	15
Positive Behavior Chart.....	15
Levels of Misbehavior & Graduated Response	16
Elementary Behavior for Learning Procedures – For Parents.....	20
Rewards	21
Causes of Inappropriate Behavior	23
Merit Points.....	25
Mobile Phones	25
Strategies for promoting and nurturing positive behavior.....	26
Appendix A: Restorative Justice Form.....	28
Appendix B: Parent Summary Interview Form.....	30
Appendix C: Parent Acknowledgment Form	32
Appendix D: Behavior Report Template.....	33

Rationale

At the American School of Creative Science (ASCS), we want students to be **Ready, to be Respectful, and to be Safe**. ASCS bases its philosophy on developing the “holistic” child, which respects every child’s individual interests, preference, and choice. We, at ASCS, are fully committed, therefore, to understanding every child’s learning patterns, behavior challenges, responses, and causes of those challenges. It is thus our fundamental responsibility to ensure that every child is respected and recognized as a valuable member of the ASCS community ultimately nurturing leaders who are resilient and emotionally balanced to address and resolve problems independently.

The following behavioral guidelines are prepared in order to promote good behavior, create an appropriate learning environment, and take self and public responsibility among students within the school community.



Aims of Policy:

The aims of this policy are as follows:

- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce positive behavior at every opportunity.
- To develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults and children alike.
- To educate children to take responsibility for behaving in an appropriate manner.
- To ensure that children understand that they are a valued part of the school community.
- To ensure that children know and understand what is acceptable behavior.
- To communicate to all those involved, the systems of rewards and consequences adopted, in order to involve and enlist the support of everyone in encouraging appropriate behavior
- To encourage our children to see themselves as part of a whole school community and recognising their responsibility within this
- To develop students’ ability to self regulate positive behaviour and build autonomy in problem solving

ELEMENTARY POSITIVE BEHAVIOR POLICY

This policy should be consistently applied although faculty will use their professional discretion and take into account children's individual personal circumstances.

Rights

At ASCS, every student has the right:

- To feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To know that bullying is unacceptable and will be dealt with
- To be listened to and treated fairly and sensitively

It is the responsibility of everyone at ASCS to ensure that these rights are upheld in every classroom and around the school. Children and adults should behave appropriately and follow whole school and classroom rules at all times.

In order to create safe and conducive learning environments, our faculty work rigorously to uphold, model, and reinforce the ASCS Visible Consistencies within their classrooms and learning spaces around the school community.

Visible Consistencies

Visible Consistencies are behaviors and expectations that all staff promote and expect of all students, all of the time. These expectations are the same across all classrooms.

"The answer lies in the ability of adults to deliver behavior policy and practice that is simple, highly effective and utterly consistent. The consistency that is required to create rapid seismic improvements in behavior is one that is worth fighting for." (Paul Dix)

As a school community it is vital that we all have the same expectations as an environment of consistencies allows students to know what to expect and familiarity and routine creates an environment of safety. We all require that set non-negotiables surrounding behavior are followed. We all speak from the same scripts. And as a result, students see us as a united front who are fair, consistent, caring, and model respect.

ELEMENTARY POSITIVE BEHAVIOR POLICY

Our ASCS Behavior Blueprint

Our 3 Rules:

- Be Ready
- Be Respectful
- Be Safe

The ASCS Visible Consistencies:

- We meet & greet
- We follow up
- We model positive behavior
- We notice and reward positive behavior
- We support through being calm and consistent

Reward & Recognition:

- Merit points
- Positive phone call home
- Student of Week Award
- Award assemblies

Relentless Routines:

- Strict implementation of homeroom sessions with homeroom teacher consistently implementing high quality session
- Expectation of students to be in full uniform and as homeroom teacher following up till this is achieved
- Positive hallway behavior with students in line when moving and walking around school
- All devices are connected to school's MDM

Stepped Sanctions:

- Reminder
- Reflection Time
- Demerit
- Restorative Justice Process
- Behavior Report
- Formal Warning Procedures

At ASCS we believe everyone has the right to be safe. Feelings are feelings but behavior is chosen.

ELEMENTARY POSITIVE BEHAVIOR POLICY

Scripts for Conversations

30 Second Script for giving a reminder

I've noticed that.....

It was the rule about being ready / respectful / responsible that you've broken.

You have chosen to.....

Remember last week / yesterday / last lesson when you.....(discuss and frame positive behavior)

That's the (child's name) I need to see now.

Thank you for listening.

Restorative Conversations

1. What happened?
2. What were you thinking at the time?
3. How does this make people feel?
4. Who has been affected?
5. How were they affected?
6. What could we do to put this right?
7. How can we do it differently in the future?

De-escalation Script

Name.....

I can see something is wrong.

I am here to help.

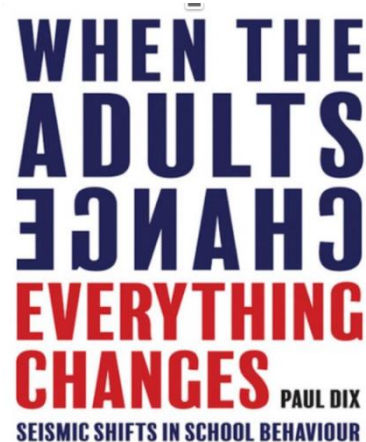
Talk and I will listen.

Come with me and

ELEMENTARY POSITIVE BEHAVIOR POLICY

Visible Consistencies in Lessons

In order to support students with being Ready, being Respectful, and to be Safe, all lessons should follow a common set of Visible Consistencies which include the following 6 key points. These visible consistencies set standards which when all faculty members enforce creates a culture where expectations are understood by all students which in turn creates a safe and secure environment where students are supported and know what to expect.



Visible Consistencies	Regular Description	COVID 19 modifications – when social distancing protocols are in place
1. Controlled Entry & Exit	<ul style="list-style-type: none"> Homeroom teachers are always in class by 7:05 am Teachers should arrive promptly for their lessons. Plan your day and be on time. Teachers meet and greet students Class registers should be taken at the start of the lesson on Eduration Students line up outside the classroom until invited into the room Students enter the classroom focussed and ready to learn. Students have equipment READY at the start of the lesson Students wear full and correct uniform on entry to the classroom. If entering a classroom where students have just finished a lesson with another teacher, you must check all are in correct uniform. If not in correct uniform at homeroom, the homeroom teacher first contacts parents 	<ul style="list-style-type: none"> Students go straight to their allocated homeroom and take their allocated seats Students should not congregate around lockers or outside classrooms and must maintain a 2-meter distance in social spaces Students place their bags under their desks and their equipment in the tray on their desks Students must maintain social distancing rules at all times: Stay in their assigned seat Wear face masks (Grades 1-9) No groups or crowding around desks No sharing of equipment/resources Elementary students must maintain a 1.5-meter distance within the classroom Students must inform their class teacher if they are experiencing COVID symptoms Teachers are responsible for informing the school nurse if a student is experiencing COVID symptoms At the end of the school days students must adhere to social

ELEMENTARY POSITIVE BEHAVIOR POLICY

	<p>with reminder that student must be in full uniform. If the again the next day, the student is again not in uniform after reminder, then student is sent to supervisor for follow up with parents.</p> <ul style="list-style-type: none"> • Bags are placed under desks and outdoor coats on the back of chairs or in the designated area of the classroom • During lesson transitions, teachers move students along corridors creating a sense of urgency between lessons. For students whose teachers come to them, the last session teacher ensures students prepare for next lesson. • If a student is late the teacher will ask why the student was late and will mark as late on Edunation providing an explanation in comment. Students who are late without a valid reason will be given a reminder. And tardiness protocols will be implemented by Phase Supervisor, issuing counselling letters for lateness as per policy. 	<p>distancing rules abiding by the dismissal protocol set.</p>
<p>2. Starter/entry activity</p>	<ul style="list-style-type: none"> • Every lesson starts with a short starter/entry activity – Do Now – this creates routine that we are here to learn and learning starts right away and allows teacher time to set up and take attendance. • Students commence the starter/entry activity 	

ELEMENTARY POSITIVE BEHAVIOR POLICY

	immediately e.g. photo stimulus activity or thought-provoking question. This ensures students are immediately engaged	
3. Clear Behavior for Learning Routines	<ul style="list-style-type: none"> • Every class teacher has a clear routine in their classroom which is established with students. • Positive Behavior Chart is visible and in front of classroom, laminated and used • All classes have a seating plan. • All students' devices are connected to MDM • All students' devices are closed unless the teacher has requested that the device is needed. • All teachers actively use Apple Classroom to monitor student activities on their devices. • Eduration is used routinely by all staff to reward and sanction students in accordance with the behavior policy. We have merit points and demerits on system. • Teacher is mobile in the classroom using iPad and screen casting to Apple TV. Teacher does not sit passively at teacher desk. • Students pay attention at all times during lessons closely observing the expectations of the teacher. • Teachers expect students to listen to what they are 	<ul style="list-style-type: none"> • Students should be reminded about social distancing rules as part of classroom expectations. • No swapping seats. • No sharing resources. • Masks remain on at all times. • Collaboration is facilitated through use of Apple Classroom or Breakout rooms online • Students not following the social distancing rules should be challenged in line with the school's positive behavior policy, making sure to also celebrate students who are modelling desired behavior

ELEMENTARY POSITIVE BEHAVIOR POLICY

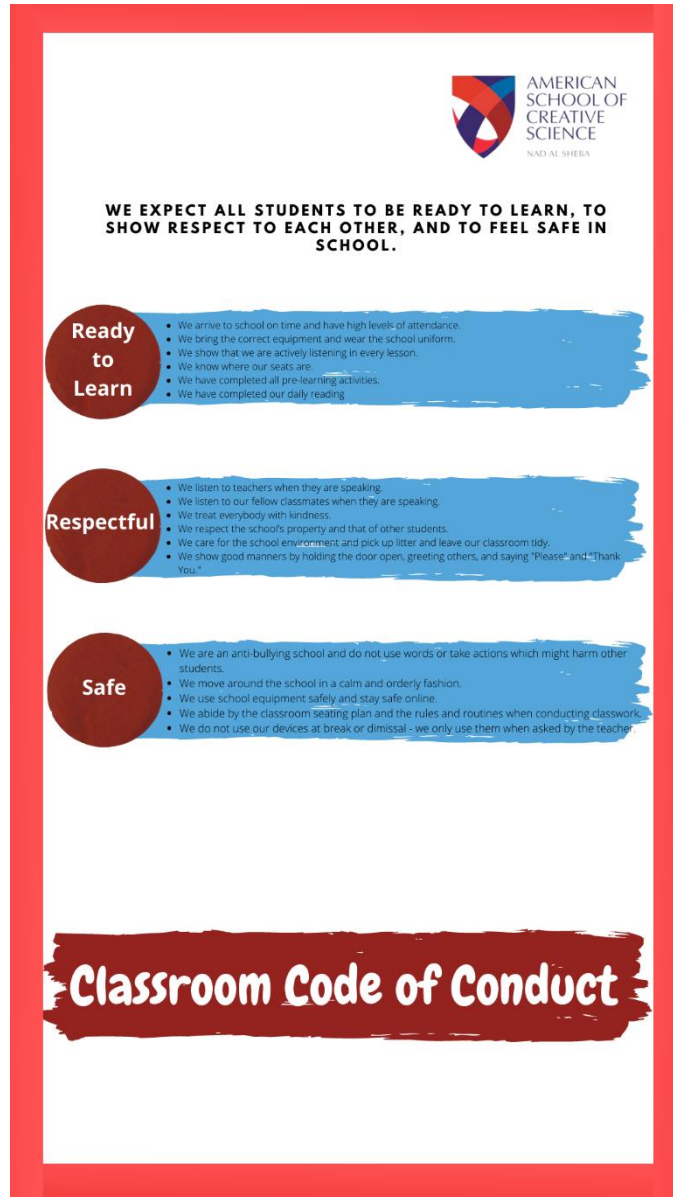
	<p>being told. If a teacher is talking, students should be paying attention and listening and not talking over the teacher.</p> <ul style="list-style-type: none"> Classrooms operate effectively where mutual respect is promoted at all times. Disrespectful behavior must not be tolerated and will be challenged in line with the school Elementary Positive Behavior Policy. 	
4. STARRS	<p>Teachers will consistently practice and re-enforce STARRS within lessons.</p> <p>Sit Up. Students should pay attention at all times during lessons closely observing the expectations of the teacher.</p> <p>Track. Teachers expect students to listen to what they are being told. If a teacher is talking, students should be paying attention and listening and not talking over the teacher. Teachers use Apple Classroom to freeze students' screens when they should be listening to teacher instructions, etc.</p> <p>Ask. Students show engagement throughout the lesson by asking and answering questioning. If a student does not understand or requires clarification, teachers enforce the 3B4ME Rule ensuing students should attempt to find the answer themselves (Book), ask a peer (Buddy), or research on iPad before finally putting their hand up and ask the teacher (Boss). Teachers may on occasion, choose to operate a 'no hand up' strategy in order to promote and encourage problem solving skills. We implement the 3B4ME rule.</p> <p>Respect. Classrooms operate effectively where mutual respect is promoted at all times. Disrespectful behaviour will not be tolerated and will be challenged in line with the school's behavior policy. We are an anti bullying school.</p> <p>Ready. Students should have their equipment ready to learn.</p> <p>Safe. Classrooms should be a safe environment for all students.</p>	
5. Students leaving classrooms during lessons	<ul style="list-style-type: none"> Students should always be supervised and should only leave lessons for exceptional circumstances Students should aim to visit toilets before and after lessons, with no more than one student at a time visiting the washroom. If a student is required to leave the classroom during a lesson, they must have the required pass (i.e. hall pass, nurse pass, etc) and follow the social distancing rules of wearing a face mask, 	

ELEMENTARY POSITIVE BEHAVIOR POLICY

	<p>maintaining a 2-meter distance and wash their hands if visiting the toilet</p> <ul style="list-style-type: none"> • The number of students using toilet facilities at any one time will be limited to one. • If leaving classroom with teacher as a group, the teacher must ensure before walking down the hall, that all students line up outside the classroom (socially distanced) and then when quiet and lined up proceed to lead them down the hallway in a calm and quiet manner so as not to disrupt the learning of students in neighboring classrooms.
6. Break times and lunch time	<ul style="list-style-type: none"> • Food breaks will be in classrooms. • Students should wash their hands regularly and disinfect. • Teachers will assist younger children with handwashing, especially younger children who cannot wash hands alone. • Students must wear face masks unless they are having their lunch and they need to remain at their assigned seat when eating. • For students who are receiving canteen delivery to classroom, students must line up socially distanced and collect their meal and sit back down immediately at their assigned seat. • If play break, students will line up following 2-meter distance and walk in an orderly fashion to their designated play area. In times when social distancing protocols are in place, students in one class cannot mix with students in another class and must remain in their class' designated play area. • In times where social distancing protocols remain in place, playtime will be highly supervised in a manner called "Managed Play" which is led by the teacher assigned on duty with the class. Students must abide by the rules of managed play and stay within their assigned zone.

ELEMENTARY POSITIVE BEHAVIOR POLICY

Code of Conduct



The Class Code of Conduct is aligned to our 3 pillars: Ready to Learn, Respectful, and Safe and is outlined below and is prominently displayed within all classrooms, referred to when awarding behavior or when redirecting behavior.

The Code of Conduct will be displayed prominently around the school.

Positive Behavior Management System

We aim to promote good behavior through praising and celebrating positive achievements. Just as we teach subjects and knowledge, we also teach how we expect our students to behave, believing that positive behavior can be modelled and learnt.

Rewards are earned for good standards of behavior, both academic and social.

Each class has in it a positive behavior chart with seven categories: **ready to learn, pay attention, reflection time, consequence, responsible, outstanding** and **star award**. The goal is to get students to reflect on their behavior and realize that they can exercise self-control and implement corrective measures that can get them back into a positive position on the chart. Our aim is to address and correct the behavior, not punish the child. Therefore, when a student re-directs and self-corrects their behavior, the system allows teachers to acknowledge this and move a student back to “ready learn” and move upwards as they demonstrate increasingly positive, desired behavior.

Consistency is key. This system is to be used in all classrooms in Grades 1-4 by all teachers of all subjects.

The Classroom Management plan aims to help students to make good choices in terms of their behavior. If at any point in the lesson a student demonstrates improved desired behavior, the teacher must recognize this and move the student’s card back up to a positive position to now **‘Ready to learn.’**

Every day all students must start back at **“Ready to learn.”**

Overview of system

- All students will start the day on the green card “Ready to Learn.”
- When misbehavior **occurs** and redirecting a student back on task has not worked, teachers are to refer to the classroom rules and inform the student directly which behavior has caused you to move them to the orange “Pay Attention” card. Teachers must let students know that good behavior can get them back to the green card “Ready to Learn.”
- If misbehavior **continues**, teachers will again specify which behavior has now prompted you to move the student to the blue “Reflection Time” card asking the student to have a brief timeout of no more than 5 minutes of quiet reflection time at a station inside the classroom and to think about what they did and what they can do in the future to avoid negative consequences. Again, the teacher must remind the student that good behavior can get them back onto the green card once they demonstrate that they are ready to learn.
- If minor misbehavior **continues**, and only after doing the warning and reflection time, then a teacher can move the student to the “Consequence” card. As it is an instance of continued misbehavior despite reminder and reflection, the teacher would also report this continued misbehavior to the phase supervisor and complete the Restorative Justice form noting the level of misbehavior and required details. The teacher is then also required to call the parent to explain the warnings given and which privilege the student has lost as a result and what the student can do to improve his/her behavior.
- Likewise, in this system, good behavior that you wish to be copied by other students needs to be verbally recognized with the teacher explaining why she/he is moving that student to the yellow

ELEMENTARY POSITIVE BEHAVIOR POLICY

“Responsible” card. Each time a student performs desired behavior, it needs to be verbally recognized and the student moved up the star chart so other students can see that positive behavior is recognized and rewarded.

- If a student makes it to the “Star Award” card, he/she will be taken to the Head of Elementary to receive a small gift from the phase treasure chest in recognition for his/her exceptional behavior. The Head of Elementary will also ensure to award the student the appropriate number of merit points as set out in this policy via Eduration System
- For students who achieve the “Star Award” card 3 times will receive a Gold Level award certificate from the Head of Elementary.

Gift box and Certificates should be readily available in the Head of Elementary’s office to facilitate immediate reward so the child connects their positive behavior with the award given.

For the plan to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge.

Consequences for minor disruptions in the classroom

If I choose to break a rule the following steps will be taken:

First time a student breaks a rule...	Reminder (attention drawn to the Classroom Code of Conduct).
Second time a student breaks a rule...	Verbal Warning (student’s peg moved to “Pay Attention” card)
Third time a pupil breaks a rule...	Five minutes away from the group or task with use of cool down area if needed (student’s peg moved to reflection card)
Fourth time a pupil breaks a rule...	Contact parent or guardian and give the student consequences according to age (student’s peg moved to “Consequence” card) and refer case to school supervisor, ensuring the teacher fills in the restorative justice form and calls the parent to inform them of what has occurred, what behavior needs to be improved, and the loss of privilege the student has received as a consequence.

ELEMENTARY POSITIVE BEHAVIOR POLICY

Behavior Report

If over consecutive days the persistent pattern of minor misbehavior occurs despite the teacher's consistent application of the steps above, then the student will be placed on a behavior report upon receiving 3rd restorative justice form. The teacher is to inform the parent of the report and the target the student is working on to achieve.

Subject Report (Yellow Color)	This is for students who are only showing misbehavior in a particular subject with a particular teacher despite application of the above system.
All Subjects Report (Orange Color)	This is for students who are showing misbehavior across different subjects despite application of the above system.

Positive Behavior Chart

Below is a diagram of the chart to be hung in all classrooms and used by all subject teachers.



ELEMENTARY POSITIVE BEHAVIOR POLICY

Levels of Misbehavior & Graduated Response

Level 1	Response to Student	Action & Log	Communication with Parents
Low level misdemeanours	<p>Positive intervention applying Positive Behavior Chart with focus on redirecting and student self-correcting.</p> <p>When applying the behavior chart, if a student is moved to "Pay Attention" or "Reflection Time" ensure student verbally identifies desirable behavior, articulates reasons why their behavior choice was poor, and what the consequences of their poor behaviour resulted in.</p> <p>Staff member works to actively make desired behavior explicit to the student and applies the behavior chart ensuring to move student back to 'Ready to Learn' once student has demonstrated self-correction.</p>	Level 1 Misbehavior is logged in demerit system by responding teacher. Teacher issues demerit points on Education.	Staff member who responded to incident to inform parents via phone call or message home via Firefly.
Level 2	Response to Student	Action & Log	Communication with parents
<p>Mid-level misdemeanours</p> <p>Repeated L1 Behavior</p> <p>Note: moving to level 3 for mid-level misdemeanours requires that this is the 3rd restorative justice form the student is receiving.</p>	<p>Staff member who responded to incident:</p> <ul style="list-style-type: none"> Staff members uses Restorative Justice questions and protocols. Makes desirable behavior explicit to child and reprimands verbally. Ensures child verbally identifies desirable behaviour, articulates reasons why their behavior choice was poor, and what the consequences of their 	<p>Staff member who responded to incident meets with Student.</p> <p>Staff member who responded to incident completes Restorative Justice Reflection Form and provide it fully completed to Phase Supervisor who is to store it electronically in student's behavior folder and also store physical copy in student's school file. Ensure to copy Head of Section in communication to Phase Supervisor</p>	Staff member who responded to incident informs parents detailing the process applied and calls them for a meeting with the staff member present and Supervisor or Head of Section (in order to have another adult present). Use the restorative justice form completed as evidence and fill in Parent Interview Summary Form to document meeting. Find out if there are any extenuating circumstances at home.

ELEMENTARY POSITIVE BEHAVIOR POLICY

	<p>poor behavior resulted in.</p> <ul style="list-style-type: none"> Student designs a plan to restore negative impact from their actions, agreed upon with teacher involved. 	<p>Staff member applies demerit points on Education.</p> <p>Example of positive support:</p> <ul style="list-style-type: none"> Reward chart with desirable behaviour clearly identified and day broken in achievable chunks of time. Intrinsic reward on successful completion. Role play alternative behaviour choices. Personalized affirmation books. <p>Examples of sanctions Administered by member of staff responding. The child can:</p> <ul style="list-style-type: none"> Be sent to Team Leader as appropriate. Be given time out overseen by Phase Supervisor. Miss part of a playtime. 	<p>During meeting with parent the following MUST be conveyed:</p> <ol style="list-style-type: none"> As per ASCS behaviour expectations, too many unacceptable incidents have occurred in a short space of time. ASCS Behaviour Policy is shared. If the identified behaviour is repeated again the Head of Section will call the parents to remove the child from school for the rest of the day. Formal but positive behaviour strategies will be put in place with choice and consequences and/or a reward chart. There must be as much consistency between home and school re. support and sanctions.
Level 3	Response to Student	Action & Log	Communication with Parents
<p>High level misdemeanours Repeated L2 Behavior The trigger to move to Level Three:</p> <p>Receiving a third Restorative Justice Reflection Form over a period of 6 weeks. However, nothing precludes from escalating to level 3</p>	<p>Staff member carries out response as at Level 1.</p> <p>The staff member will now also initiate formal conversation with the school social worker for support and guidance to review actions that have already been taken and what adjustments might be needed. Does the Inclusion department need to be formally involved?</p>	<p>Teacher ensures all 3 restorative justice reflection forms completed previously are all with Phase supervisor and stored in student's electronic behavior file as well as the student's physical file.</p> <p>Meeting with parents minuted. Key headlines of meeting and action agreed logged on Parent Interview</p>	<p>Class Teacher and Head of Section invites parents in to meeting and in meeting:</p> <ul style="list-style-type: none"> Explain child now at Level 3. Share (again) parent version of our Behaviour for Learning Procedures. Discuss behaviour /action to date.

ELEMENTARY POSITIVE BEHAVIOR POLICY

<p>action when behavior warrants escalation.</p>	<p>Often if children have got this far on the policy, the chances increase that you are dealing with more than just poor choices.</p>	<p>Summary form which is stored in student's school file and electronically with supervisor.</p> <p>Supervisor follows up with Head of Section to write home formal letter summarizing meeting held using Parent Acknowledgement Form.</p> <p>Student is placed on a Behavior Report for period of two weeks with copy of each day's tracking sent electronically to parents at end of each day to demonstrate daily tracking.</p>	<ul style="list-style-type: none"> • Explain that a daily record document will be put in place i.e. their child will now be on a "Behavior Report" – it will either be a subject-specific behavior report if issue is isolated to particular subject or general behavior report if behavior is across different subjects. • This is behavior report (can be subject specific or for all subjects) and needs to be formally signed off by all teachers and Head of Section each day and sent home to parents electronically so parents are shown daily tracking. • Subject specific behavior reports is the responsibility of the subject teacher to follow up with each day and have Head of Section sign off at end of week and teacher will email at end of each week the parent a copy of the behavior report. • General behavior report will be tracked by social worker to ensure all teachers have
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ELEMENTARY POSITIVE BEHAVIOR POLICY

			<p>signed off each day and Head of Section signs off at end of week and will email parent copy of behavior report at end of week.</p> <ul style="list-style-type: none"> • If after the completion of behavior report for two weeks a forth incident occurs, then a forth restorative justice form is completed and parent informed formally by phase supervisor and student is sent home. • If after this a fifth incident occurs resulting in a fifth restorative justice form to be issued, the child will be sent home again by phase supervisor and a sixth restorative justice form after this will move student to Level 4.
Level 4	Response to Student	Action & Log	Communication with Parents
<p>High level misdemeanours Repeated L3 Behavior</p> <p>The trigger to move to Level Four: Child has received 3 further Restorative Justice Reflection Form at</p>		<p>Teacher ensures that the additional 3 restorative justice reflection forms completed previously are all with Phase supervisor (student should have a total of 6 restorative justice forms are on file) and stored in student's electronic behavior</p>	<p>Supervisor & Head of Section meet with parents.</p> <p>Explore and/or implement further action including short term exclusion.</p> <p>Short term exclusion or equivalent.</p>

ELEMENTARY POSITIVE BEHAVIOR POLICY

<p>Level 3 within a six-week period.</p> <p>Behaviour is deemed worthy of short term exclusion as repeated behaviours affect negatively the learning of others.</p>		<p>file as well as the student's physical file.</p> <p>Meeting with parents minuted and formal warning letter detailing short term exclusion is signed by parents.</p>	Principal informed.
Level 5			
<p>Serious misdemeanours</p> <p>Repeated L4 Behavior</p> <p>Behaviour continues despite intervention at the different levels.</p> <p>Behaviour is deemed worthy of permanent exclusion.</p>			<p>Head of Section arranges meeting with parents, Head of Section, and the Principal.</p> <p>FORMAL FIXED TERM EXCLUSION OR PERMANENT EXCLUSION.</p> <p>Principal informs Chair of Governors.</p>

Elementary Behavior for Learning Procedures – For Parents

(Nothing in these procedures precludes immediate action by the Head of Section in response to any given incident.)

- Continued unacceptable behavior is not tolerated at ASCS, as it affects the safety and learning of other students.
- ASCS Behavior for Learning Procedures are used when a child's behavior falls outside of the acceptable code of conduct at ASCS.
- We aim to resolve such issues as a quickly as possible by using a combination of choices and consequences to empower the child to make correct behavior choices.
- ASCS operates a positive behavior philosophy where children are supported in understanding and achieving our high expectations of behavior.
- We operate within a context of 'catching children being good' and building on the positives. Good behavior is recognized in class and attention is drawn to it in order for all students to understand the desired behavior
- Each class revises the Code of Conduct at the beginning of every academic year so that all children are clear of ASCS expectations.
- We routinely reward children intrinsically for making pleasing behavior choices. We praise the effort that a child makes.

ELEMENTARY POSITIVE BEHAVIOR POLICY

Rewards

We aim to promote good behavior through praising and celebrating positive achievements. Rewards are earned for good standards of behavior, both academic and social. Our aim is to “catch them being good.” Rewards can include the following:

- Verbal praise, lots of smiles and positive body language in front of others to reinforce achievement
- The use of stickers, stars, smiley faces etc.
- Extra privileges and responsibilities
- Written comment in the Firefly with message to parents
- Star student of the week
- Sending children to the Head of Elementary or Principal for recognition of achievement
- Merit points added via Eduration (see Merit Points section for further guidelines)

Care should be practised to ensure that the rewards are awarded fairly without bias or prejudice allowing every student the opportunity to be recognized.

Methods to Promote Positive Behavior

- Teachers are early to lessons, prepared and ready to receive students
- Good quality teaching
- Interesting and exciting learning
- Clear and consistent high expectations
- Consistently implementing behavior policy and actively referring to the code of conduct.
- Praise for good behavior
- Celebrating success (sharing learning in class, with Leadership Team, in assembly, with parents)
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children involved in co-constructing the classroom rules
- All students educated as to the behavior policy and communicating same with parents
- Children are listened to and given the opportunity to discuss issues relating to behavior so that they can adapt their behavior in the future and learn from their mistakes
- Recognition when behavior has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

Highlight the Positive

Stars of the Week

Each teacher will choose a student to be the class's Star of the Week (In Lower Elementary where classes are co-ed, the teacher will select a boy and a girl). The teacher will e-mail the star of the week for their class to the phase supervisor with a brief explanation as to why the student was chosen highlighting the qualities and characteristics they embody.

ELEMENTARY POSITIVE BEHAVIOR POLICY

The phase supervisor is to display these on the “Stars of the Week” display board in their phase and update this on a weekly basis ensuring the representation of all classes.

Perfect Attendance Display

The phase supervisor is to track class attendance and celebrate for each grade level the class section that has the best attendance percentage for the week.



Monthly Perfect Attendance Certificates

On the last day of each Month, the phase supervisor is to identify the students with perfect attendance for the month (no lateness and no absences) and generate certificates for each student. These are to be distributed at the next morning assembly and merit points added to their Education according to policy.

Merit Points

Teachers may add merit points for a student via Eduration. Suggestions for which merit points can be earned is provided below; however, the list is not exhaustive and a teacher can choose to add a category for which the merit point(s) was earned.

Students with the highest number of earned merit points each month will be rewarded with a lunch with the Principal.

Total number of earned merit points will also be added to term report cards.

Star Award

Students who reach “Star Award” on Behavior Chart are immediately sent to Head of Elementary to be recognized for the exemplary behavior and are positively reinforced by being able to choose an award from the Phase Positive Behavior Treasure Chest. The Head of Elementary will also issue corresponding merit points.

A student who has made it to “Star Award” three times is awarded a Gold Level certificate for exemplary behavior upon being sent to Head of Elementary to have their achievement recognized.

Causes of Inappropriate Behavior

We consider that behavior can be communication to us of needs that are not being met and keep a vigilant look out for any safeguarding concerns or indicators of needs not being met. Where are concerns are warranted, these will be considered in

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behavior. These are presented below:

The Environment

- Lack of proper ventilation
- Physical problems of limited space
- Disorganized and/or inconsistent classroom practices
- Special occasions which cause excitement, e.g. Eid, National Day, Fire Drills, etc

The Child

- **Boredom:** a child will find something to occupy himself whether positive or negative. Always plan activities that are appropriate for his age and interests. Children are easy to engage when you understand their likes and dislikes.
- **Boundaries:** every child feels safe in an environment that has boundaries although they will often try to “push” the boundaries in order to display such unacceptable behavior, set rules that can easily be understood by the child in accordance to his age. Remember “BE CONSISTENT” to follow the behavior expectation outlined in this policy; it should never be compromised depending on how you feel or where you are, gently remind the child of the expectations before you start and throughout the day.
- **Attention seeking:** children will sometimes try to reach out to you for any reason; always acknowledge good effort however trivial, it sends a clear message that we ONLY reward positive behavior.
- **Deeper underlining emotions:** children especially in the lower elementary (1-3) may not have developed adequate vocabulary to express themselves verbally so they respond in actions and usually aggression. If behavior is repeated and accelerates then a meeting with the phase supervisor and social concilor to understand and provide the appropriate support.
- **Copying:** Children learn best by copying and “unacceptable” behavior is most attractive to young ones and can easily be adopted. Address behavior immediately and remind them of the class or activity rules. Teachers need best to remember that they too are role models for acceptable behavior.
- **Special needs:** Children with special needs often react based on impulse and may not control over their emotions or reactions, specialists (behavior psychologists and educational psychologists) are always consulted.

ELEMENTARY POSITIVE BEHAVIOR POLICY

The Teacher

- Offering poorly differentiated curriculum leading to either frustration or boredom
- Lack of knowledge of students
- Lack of student-teacher dialogue and interaction which can hamper teacher-student relations
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- Lack of adequate follow up and unreasonable expectations
- Consistent blame and transfer of responsibility- always address the behaviour challenge demonstrating clear understanding of your (teacher) primary role in solving these challenges
- Making consistent reference to past mistakes
- Lack of clarity in explaining expectations for behavior or subject
- Lack of or confusing instruction on subject matter
- Lack of compassion and understanding for acceptable and age-appropriate behaviour

Out of school factors which influence student behavior are also listed below:

Family Circumstances

- Child's position in the family
- Additions in the family (new baby)
- Child's relationship with parent/siblings/grandparents etc
- Divorce/ bereavement
- Mental health problems
- Family trauma
- Moving houses/homes

The Neighbourhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems
- Civic disturbance

ELEMENTARY POSITIVE BEHAVIOR POLICY

Merit Points

Below is an overview of merit points that can be awarded to students for various positive behavior. If the behavior for which you wish to award a merit point is not found you can award according to behaviour that fits within the same category.

3 points	<ul style="list-style-type: none">• Participated in or initiated meaningful social activity• Conflict resolution – encourages others to cooperate and work together• Has worked to keep school clean• Demonstrates respect for peers and helpful• Demonstrates respect for teachers and helpful• Offers ideas for innovative solutions• Class perfect attendance for week (whole class)
5 points	<ul style="list-style-type: none">• Perfect attendance for month• Demonstrates honesty• Adheres to school uniform• Committed to health and safety rules• Committed to school rules and has not had any warnings for the month• Star of the Week Award
10 points	<ul style="list-style-type: none">• Has actively participated in an external ECA• Has actively participated in a volunteering activity within or outside the school• Participated in student council• Has worked to promote healthy lifestyle• Has taken part in a school competition or event• Star Award

Mobile Phones

Students are not allowed mobile phones in school. Therefore, if a student needs to bring their phone in order to contact parents after school, they must turn in their mobile device to the phase supervisor upon arrival to school and they may collect it back from the supervisor after end of day dismissal. At no point are they to use their device while on school grounds. If a student is caught with a mobile device the first time it will be confiscated and returned to the student at the end of the day with notification to parents sent. The next time the mobile device will be confiscated, and it will not be returned until the parent comes in to school to meet with the Head of Section and sign undertaking that this will not be repeated again. Further repetitions will result in confiscation and application of the behavior policy in regard to continued repetition.

ELEMENTARY POSITIVE BEHAVIOR POLICY

Strategies for promoting and nurturing positive behavior

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual student.

1. Positive reinforcement is always the way to implement good behavior- Avoid “No running!” instead use “we walk in class” Words to avoid (don’t, no, stop, never)



2. Place the class room behaviour expectations on a wall (where visible and accessible for students and teachers) and review them daily during circle time. Pictures are advised for the lower elementary.
3. Ensure that all lessons and activities planned have a purpose for learning and are age-appropriate. Activities which are complex or too easily can lead to disinterest/disengagement
4. Allow children to experiment with a variety of instructional practices; differentiate both environment, instruction and resources . Monotony is a big cause for mis-behavior.
5. Differentiating activities- provide different opportunities for students to learn- ASCS provides sufficient learning areas to give students a variety of opportunities to enhance and enrich their learning experience.
6. Have a set routine- children respond well to routine- it gives them a sense of security and ownership of their learning.
7. Be consistent!- consequences should never be negotiated, this also creates confusion leading to misbehavior.
8. Be organized and prepared– failure to plan is a plan to fail. Keep materials ready a day before. Share where possible with your assistant and allocate them a station for each lesson.
9. Always include independent activities in your learning stations- these are corner activities or floor activities that require minimal supervision. Try to include sensory stimulating activities (lower elementary)

ELEMENTARY POSITIVE BEHAVIOR POLICY

10. Time/Pace your activities- prolonged activities can cause boredom leading to disinterest. Pace your activities make them suitable to the age you are teaching.
11. Be a role model- model good behavior also acknowledge good behavior however small.
12. Avoid shouting that shows loss of class room management.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations:

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- Stand still
- State expectations clearly
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the student away from the group for a short period. This models a nonviolent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviors will not be tolerated and protects the rights of all.
- Always remember to give a thought driven professional response to a students’ behavior with a view to de-escalating the situation
- All behavior is a means of communication. Habitual behavior serves a purpose but more appropriate behavior can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behavior
- Consistency of approach from all adults
- Give the following messages to all students:
 - “I want you to succeed in my class.”
 - “You are responsible for your own behavior”

ELEMENTARY POSITIVE BEHAVIOR POLICY

Appendix A: Restorative Justice Form

Date:				Staff's Name:		
Student's Name:				Grade:		
Circle which is applicable (check with Phase Supervisor)						
1 st Restorative Justice Form	2 nd Restorative Justice Form	3 rd Restorative Justice Form	4 th Restorative Justice Form	5 th Restorative Justice Form	6 th Restorative Justice Form	7 th Restorative Justice Form
Witnesses of incident (if relevant):						
Other students involved (if any):						
Staff Member Section						
What happened?						
Time and Date of incident:				Where did the incident happen?		
Staff Member's Account of What Happened:						
Student Section						
What Happened?	How did my actions affect others and myself?			What better choice(s) could I have made?		

ELEMENTARY POSITIVE BEHAVIOR POLICY

Staff member to circle which of the below is to be carried out in response:

1	2	3	4
Message to Parent on Firefly with Demerit Points Issued	Parent Meeting with Teacher and Supervisor present (Parent Interview Summary Form Completed)	Student Placed on Behavior Report (Parent Meeting to inform of targets of Behavior Report with Head of Section and Teacher present – with Interview Summary completed and Parent Acknowledgment sent to parents after meeting by Supervisor) *For students who have received 3 rd Restorative Justice Form.	Sent home for day *For students who have received 4 th or 5 th restorative justice form and have already been on behavior report.

5	6 Other
Supervisor & Head of Section meet with parents to discuss further actions/consequence *Upon receiving 6 th restorative justice form.	Please specify (must be approved via consultation with Phase supervisor & Head of Section:

Staff member to circle any additional interventions required with support of social worker to repair relationships (If required)

1	2	3	4
Behavior Contract Session	Peer Conference	Peace Circle	Letter of Apology

Staff's Signature:

Supervisor's Signature	Supervisor's Comment:
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Action to be taken according to behavior policy indicating which level of offense and who is to follow up to ensure policy consequences are implemented.

**** Please attach any written statements from witnesses.***

****Place a copy in the student electronic behavior file with supervisor and copy in the student's school file.***

Appendix B: Parent Summary Interview Form

Parent's Meeting Summary

Please use this whenever you have a **formal** meeting with parents. This sheet should be collected from and returned to the Principal's PA for automatic circulation to the concerned people and student's file.

Family #:

Date:

Student's Name:

Grade:

Members present in meeting (list):

BRIEF SUMMARY OF INTERVIEW:

The purpose of the interview is to discuss: _____

Summary of Reason for Meeting:

Meeting Notes:

[illegible]

ELEMENTARY POSITIVE BEHAVIOR POLICY

Refer to:	Date	Action	Signature	Notes of additional information

Parent's Signature: _____

Date: _____

Member's Signature: _____ Member's Signature: _____

ELEMENTARY POSITIVE BEHAVIOR POLICY

Appendix C: Parent Acknowledgment Form

Parent's Acknowledgement

Parent/Guardian of Grade/Section

Date:

We hereby summarize following our meeting with you the points discussed, and as a parent you agree that your son/daughter shall comply with the student behavior policy and rules within the school. You also acknowledge that you have also been informed about the disciplinary incident concerning your son/daughter:

Level of Misconduct: _____

Summary of Incident and Meeting:

This is an acknowledgement on my part

Parent's/Guardian's name: Signature:




Date:









































*****Copy of this form is to be placed in Student Electronic Behavior File with supervisor and original in student's school file.**

ELEMENTARY POSITIVE BEHAVIOR POLICY

Appendix D: Behavior Report Template

The below behavior tracking report is to be given to each session teacher throughout the week to indicate the student's behavior within the session. Each session teacher is to fill in the appropriate session block with relevant code and sign within the block. Completed report is to be handed into the Head of Elementary at the end of the week for review and feedback to parents and social worker with completed behavior report for week shared with parents via email.

	= Good Behavior		= Acceptable Behavior		= Improvements required
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Week of _____ to _____					
Student's Name: _____			Grade: _____		
	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					
Session 6					
Session 7					
Session 8					
Comments: _____					
Head of Elementary's Signature: _____			Copy of this form is to be placed in Student Behavior Electronic File with supervisor and original in student's school file. And copy of completed report to be emailed to parents.		
Date: _____					

ELEMENTARY POSITIVE BEHAVIOR POLICY