



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Elementary Positive Behavior Policy

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ELEMENTARY POSITIVE BEHAVIOR POLICY

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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:

It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on our school’s Core values: Integrity, Tolerance, Compassion, Collaboration, and Courage. The school’s behavior policy is, therefore, designed to support the way in which all members of the school can work together in a supportive way. It aims to promote a positive environment which encourages good behavior and has student wellbeing at the forefront.

At ASCS, we have a positive and inclusive approach to managing behavior. We believe in developing positive relationships through a restorative approach, which promotes self-esteem, self-discipline and establishes clear expectations of all members of the school community. Recognition, positive reinforcement, and encouragement are used as much as possible in all situations.

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.

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- 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

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

Working towards greater well-being under PERMAH

The behavior policy aims to work within all aspects of PERMAH through:

- Positive Emotions – Language of our School Values and following our passions
- Engagement - Assemblies, Shared Experiences, House group events
- Positive Relationships - Across classes/grades, House Groups, between adults and students
- Meaning – Class time, Assemblies, Community Service Projects, MSC lessons, Wellbeing Lessons, Virtues in Practice
- Accomplishments – Merits, Honor Roll, Achievements
- Health - Good behavior aids good mental health and broader wellbeing, good health aids good behavior.

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.

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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.

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.



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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.

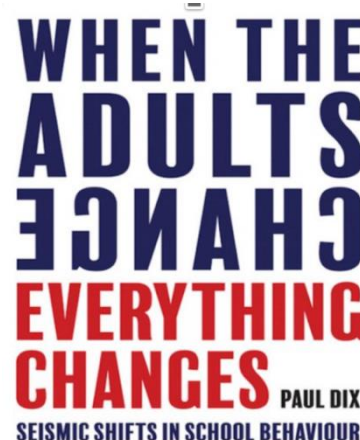
Talk and I will listen.

Come with me and

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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
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 Edunation • 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 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. • 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.

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2. Starter/ entry activity	<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 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. • RWD 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. • Edunation 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 being told. If a teacher is talking, students should be paying attention and listening and not talking over the teacher. • 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 Behavior Policy.
4. STARRS	<p>Teachers will consistently practice and re-enforce STARRS within lessons.</p> <ul style="list-style-type: none"> • Sit Up. Students should pay attention at all times during lessons closely observing the expectations of the teacher. • 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. • Ask. Students show engagement throughout the lesson by asking and answering questioning. If a student does not understand or requires clarification, teachers

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	<p>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> <ul style="list-style-type: none"> • 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. • Ready. Students should have their equipment ready to learn. • Safe. Classrooms should be a safe environment for all students.
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. • The number of students using toilet facilities at any one time will be limited to <u>one</u>. • 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 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 the designated canteen and no students are allowed to remain in classroom. • Students can either go to the canteen or their designated break location as per break schedule. • Students should wash their hands regularly and disinfect. • Teachers will assist younger children with handwashing, especially younger children who cannot wash hands alone. • For students who are receiving canteen, students must line up and collect their meal and sit back down immediately at their assigned seat in dining hall.

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Code of Conduct



WE EXPECT ALL STUDENTS TO BE READY TO LEARN, TO SHOW RESPECT TO EACH OTHER, AND TO FEEL SAFE IN SCHOOL.

Ready to Learn

- We arrive to school on time and have high levels of attendance.
- We bring the correct equipment and wear the school uniform.
- We show that we are actively listening in every lesson.
- We know how to use resources to seek information and conduct needed research.
- We have completed all pre-learning activities and any assigned homework.
- We have completed our daily reading.

Respectful

- We listen to teachers when they are speaking.
- We listen to our fellow classmates when they are speaking.
- We treat everybody with kindness.
- We respect the school's property and that of other students.
- We care for the school environment and pick up litter and leave our classroom tidy.
- We show good manners by holding the door open, greeting others, and saying "Please" and "Thank You."

Safe

- We are an anti-bullying school and do not use words or take actions which might harm other students.
- We move around the school in a calm and orderly fashion.
- We use school equipment safely and stay safe online.
- We abide by the classroom seating plan and the rules and routines when conducting classwork.
- We do not use our devices at break or dismissal - we only use them when asked by the teacher.

Classroom Code of Conduct

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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.

Roles & Responsibilities

At ASCS, we expect a consistent approach to behavior management from all staff. Staff are responsible for promoting and upholding Visible Consistencies.

Promoting good habits of behavior around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behavior around the school and should lead by example. All staff are responsible for reminding students about social distancing rules.

Homeroom Teachers

Homeroom teachers play a pivotal role in the life of the students at the School. The homeroom teacher is the person who should know their students the best. Homeroom teachers should:

- Establish positive relationships with their tutees
- Recognize and reward success
- Support and encourage efforts made
- Monitor standards of tutees work across the school
- Monitor standards of tutees behavior across the school. Other teachers may refer a concern in regard to a student to the homeroom teacher of that class for follow up in accordance with the school's behavior policy.
- Intervene when students need extra attention

Teachers

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day. Classroom teachers should:

- Manage behavior effectively to ensure a good and safe learning environment
- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behavior which are expected from students
- Consistently use the clear rules and routines for behavior in the classroom, and take responsibility for promoting good and courteous behavior both in the classroom and around school in accordance with this policy
- Teachers must have high expectations of behavior and should utilize a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to a students' needs in order to involve and motivate them

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- Seek advice from the social worker and/or support teachers for in-class observations and coaching strategies in efforts to tailor approach to match a student's needs.
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary
- Encourage students to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a students' intellectual curious

It is the responsibility of teachers to ensure that the school rules are understood and enforced in their classes, and that their classes behave in a responsible manner during lesson time. The teachers in our school have high expectations of all student behavior, and they strive to ensure that all students work to the best of their ability. Teachers are expected to be good role models and treat all students with respect and understanding. Should a student display inappropriate behavior the teacher will take advantage of a teachable moment to remind him/her of expectations and which behaviors they need to practice. Class Charters are crafted with the students at the start of each academic year. We believe that it is important our students are included in the decision-making processes of the classroom and in building a nurturing, positive classroom environment. A clear sanctions pathway is shared with all stakeholders and all non-teachable moment behaviors are recorded on the internal tracker through demerits issued on Edunation.

Non-Teaching Staff

The role of non-teaching staff is central to the life and work of students in the school.

All non-teaching staff should expect and insist on high standards of behavior and respect from students, inside and outside of classrooms. Non-teaching staff should also model high expectations of behavior.

Leaders

Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of student behavior is the expected norm. Leaders should have a high profile around the school always. It is the responsibility of the Heads of Sections to implement the school behavior policy consistently throughout the school and to ensure the health, safety and welfare of all students. The Heads of Sections support all staff by implementing the policy, setting the standards of behavior, and supporting staff in their implementation of the policy.

All Leaders in the School have a responsibility for maintaining expectations which inspire, motivate and challenge students. Leaders do this by embedding Visible Consistencies across the school.

Parents

The school collaborates actively with parents and carers, so that students receive consistent behavioral support. We expect parents and carers to support their child's learning, and to cooperate with the

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school. There is an expectation that all students will behave in school and that students should arrive in school ready to learn and be able to follow all school expectations. Parents must trust the professional opinion of the staff in school just as they would the opinion of any other professional outside of education.

Sanctions

At ASCS, we promote positive behavior by recognizing potential and celebrating success while ensuring fair and consistent consequences when needed. Research underscores the value of a holistic approach to behavior management that combines prevention, intervention, and restorative practices. The Learning Policy Institute's findings (2023) demonstrate that restorative practices enhance academic outcomes, improve well-being, and create safer school environments by fostering belonging and accountability. By integrating restorative approaches with preventative strategies, we aim to build a nurturing and inclusive climate that prioritizes students' growth while addressing behavioral challenges constructively. A balanced approach fosters accountability, encourages personal growth, and promotes positive behavior by addressing both incidents and their underlying causes. Sanctions encourage students to reflect on their actions and make better choices in the future, ranging from teachable moments, break time reflections, after-school reflections, and internal or external reflections based on the severity of the behavior. All Level 2–5 behaviors are logged on Edunation, and Level 3–5 behaviors are communicated with parents.

Confiscation and Sanctions

Bringing prohibited items onto school premises will result in immediate confiscation and may lead to a sanction, depending on the nature of the item. Staff have the authority to seize any harmful, disruptive, or dangerous items. Confiscated items will be held at the divisional reception for parent/caregiver collection, except illegal items, which will be disposed of through appropriate channels.

Right to Search

Students may be searched if there are reasonable grounds or as part of an investigation. Searches will always be conducted in a private office by two same-gender senior staff members (one conducting the search, the other acting as a witness). Searches include pockets, shoes, bags, and lockers. Parents/caregivers will be notified regardless of the outcome.

Banned/Prohibited Items

Possession of the following will result in confiscation and appropriate sanction. Parents must collect the item and any perishable goods will be discarded:

- Chewing gum
- Energy/fizzy/coffee drinks
- Sharp objects (including metal combs)
- Stink bombs and water bombs
- Lighters and matches
- Ordering food onto school premises (food will be confiscated and discarded)

Illegal Items – Serious Disciplinary Action

Possession of the following may lead to serious disciplinary action involving KHDA and will be recorded as a level 5 behavior as well as being recorded on our safeguarding portal:

- Weapons (or objects that could cause harm)
- Smoking materials (cigarettes, shisha pens, vapes, doha pipes, tobacco)
- Alcohol
- Illegal drugs
- Fireworks/firecrackers
- Toy weapons (guns, swords, knives)
- Art/Food Tech sharp materials (unless pre-approved and stored correctly)

Behavior Support Services

The school has a dedicated Behavioral Support Service team (BSS) that plays a vital role in improving standards, behavior, attitudes, and safety, while also providing support to staff. The team focuses on six key areas:

1. Addressing missing students (when a student fails to attend a lesson despite being marked present in school).
2. Managing behavioral incidents categorized as Level 4 or Level 5 according to our policy.
3. Facilitating reflections for students who have made poor choices.
4. Monitoring overall behavior trends across the Active and Future school.
5. Mentoring students at risk of recurrent poor decision-making.
6. Providing counseling services to support student well-being.

Intervention measures to help students with poor conduct

The school will take different follow up actions and support strategies according to the different behavior levels outlined in the 'Behaviour Descriptors and Consequences'. All behavior interventions will take a restorative approach where all parties are given the opportunity to voice why any behavior incidence had occurred. Conversations are led by experienced practitioners and guidance is given so that all parties can move forward positively with support mechanisms in place.

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

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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. It is important that students see it is the teacher who leads this and issues the consequences upon filling in the Restorative Justice form.
- 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 “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 Edunation System
- For students who achieve the “Star Award” card 3 times will receive a Gold Level award certificate from the Head of Elementary.

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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.

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)	<p>This is for students who are only showing misbehavior in a particular subject with a particular teacher despite application of the above system.</p> <p>The subject teacher is to write the behavior report with the social worker. And the teacher will fill in report after each session and at the end of the week review the report with the social worker who will email copy of report to parent.</p>
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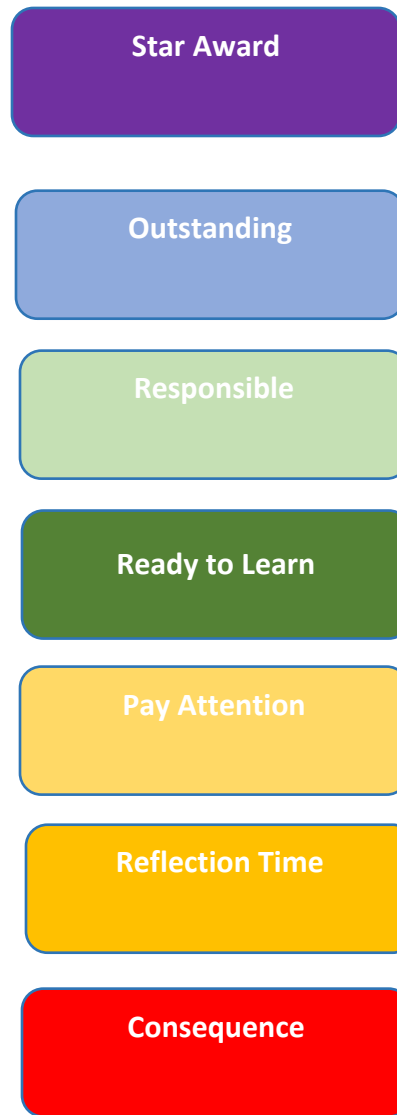
All Subjects Report (Orange Color)	<p>This is for students who are showing misbehavior across different subjects despite application of the above system.</p> <p>The social worker will write the report and each teacher must fill it in after their session. At the end of the week, the social worker will review and share copy of report with parents.</p>
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In cases where despite consistent implementation of the behavior report and action plan for child, misbehavior continues, referral to Inclusion department and request for external assessment by professional may be made.

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Positive Behavior Chart

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



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Levels of Misbehavior & Graduated Response

Level	Description	Examples	Demerit Points	Action to be taken
0	Low level misdemeanours	<ul style="list-style-type: none"> Persistent chatting Ignoring instructions When a student has momentarily gone off-task or is about to turn around inappropriately to talk to another. Minor distraction or minor off-task behaviour that requires immediate correction. Minor disagreement between classmates 	0	<p>Teachable moment by class teacher.</p> <p>1:1 conversation while learning continues</p> <p>Ask student to identify why you are speaking to them.</p> <p>Teacher to remind students of correct behavior and expectations.</p>
1	Low level misdemeanours	<ul style="list-style-type: none"> Dress code violation Shouting out Refusal to take part in activity Missing lesson equipment/needed stationery Lateness to lesson Failure to complete classwork/homework Missed deadlines Eating in class without permission Persistent low-level chatting/disruption to class/non-compliance to instructions Misuse of technology in class 	-2	<p>Implementation of in-class Positive Behavior Chart providing opportunity for student to self-regulate and correct his/her behavior.</p> <p>After reminder, student moves to “consequence” with demerit points (minus 2 points) issued on Eduration and teacher is to send home message to parents via Eduration.</p> <p>10-Minute detention with teacher (teacher fills in Detention MS Form to notify supervisor)</p> <p>If after applying fully the Positive Behavior chart and the level 1 behavior continues, then teacher may escalate to Level 2 action.</p>
2	Mid level misdemeanours	<ul style="list-style-type: none"> Repetition of L1 Behavior Morning Lateness (repeated) Classroom Lateness (repeated) Misuse of technology (repeated) Missing lesson equipment/needed stationery (repeated) Verbal aggression towards peers 	-3	<p>Teacher fills in Incident Form</p> <p>Statements collected from student</p> <p>Demerit Points (minus 3 points) issued on Eduration</p> <p>Parent Acknowledgment Form filled out by supervisor and signed by Head of Section and Supervisor emails completed form to parent followed by phone call to explain consequences.</p>

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		<ul style="list-style-type: none"> • Failure to turn in mobile phone to supervisor or refusal to do so • Littering • Gaming • Third incomplete homework • Disrespectful towards peers or staff • Disruptive bus behavior (first instance) 		Break time detention for 15 minutes (teacher fills in Detention MS Form to notify supervisor)
3	High level misdemeanours	<ul style="list-style-type: none"> • Repetition of L2 Behavior • Lateness to lesson during day (+10 minutes) • Failure to attend break time detention • Unauthorized use of restrictive space • Damage to other's belongings/property • Refusal to follow instructions • Significant lack of work • Disruptive bus behavior (second instance) • Bystander to an incident • Swearing (first offense) • Play fighting • Bullying, including Cyberbullying (First offense) • Possession of a banned items • Intentional unsafe behavior • Use of headphones during school hours 	-5	Teacher fills in Incident Form Demerit Points (minus 5 points) issued on Education Warning Form filled out by supervisor and signed by Head of Section and Supervisor emails completed form to parent followed by phone call to explain consequences. After school detention for 30 minutes
4	High level misdemeanours	<ul style="list-style-type: none"> • Repetition of L3 Behavior • Swearing at a peer • Racist language (not targeted) • Selling for profit on school site • Direct defiance to faculty • Leaving ASCS without permission • Skipping a lesson • Failure to attend afterschool detention 	-7	Teacher fills in Incident Form Student isolated whilst investigated Demerit Points (minus 7 points) issued on Education Meeting with Parents & Head of Section with Parent Interview Summary completed and signed by all detailing actions to be taken including Internal Suspension .

ELEMENTARY POSITIVE BEHAVIOR POLICY

		<ul style="list-style-type: none"> • School property damage • Theft • Plagiarism • Academic Dishonesty • Bullying, Cyberbullying (severity dependent) • Fighting with intent to disrupt learning (reactional) • Physically threatening comments/gestures • Use of mobile phone during school hours 		Option to place student on behavior report and enroll in Restore program with social worker.
5	Serious misdemeanours	<ul style="list-style-type: none"> • Repetition of L4 Behavior • Fighting with the intent to harm others (premeditated or excessive force) • Smoking/Vaping • Theft • Harassment • Racism • Social Media Misuse • Altering records/tests • Possession, use, sale or distribution of tobacco/alcohol and/or drugs (prescription or otherwise) on school property, transportation, or at ASCS events • Violation of ASCS guidelines that endangers to reputation of ASCS or other students • Possession of weapons or dangerous objects • Making a malicious allegation against a member of staff which could have jeopardized their employment • Serious/Ongoing Bullying • Serious risk to the health and safety of others • Endangering reputation of ASCS 	-20	<p>Teacher fills in Incident Form</p> <p>Student isolated whilst investigated</p> <p>Demerit Points (minus 20 points) issued on Education</p> <p>Warning for 1st offense: Stage 1 letter issued. Meeting with Parents & Head of Section with Parent Interview Summary completed and signed by all detailing actions to be taken including Internal Suspension with any repetition of such behavior to result in permission to permanently exclude student or block renewal.</p> <p>Stage 2 for 2nd offense: Stage 2 letter issued which remains a part of student's permanent file. Meeting with Head of Section and 1-day external suspension issued.</p> <p>Stage 3 for 3rd offense: Stage 3 letter issued which remains a part of student's permanent file. Meeting with Head of Section and 2-day external suspension issued.</p> <p>Stage 4 for 4th offense: Stage 4 "notice to improve" letter issued which remains a part of student's permanent file. Meeting with Head of Section and 3-day external suspension issued. SLT to inform KHDA.</p>

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				Final warning for 5 th offense: Undertaking agreement issued from principal. Conditional reenrolment agreement must be signed by parents notifying renewal on hold till improvement in behavior. SLT to inform KHDA 3-day external suspension issued.
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Every -20 Points

Every moment counts. At ASCS we enforce a zero-tolerance policy for low level disruption. Whether it is off task, talking, calling out, refusing to follow instructions, etc these small interruptions have a negative impact on the learning of others. EEF research shows low-level disruption can cost up to 38 learning days per student. Every -20 demerit points will trigger a new sanction:

Points	Sanction
-20	Stage 1 letter and after-school detention
-40	Stage 2 letter with one day internal suspension
-60	Stage 3 letter with two-day internal suspension along with face-to-face meeting with Head of Section
-80	Stage 4 warning letter with one day external suspension along with face-to-face meeting with Head of Section
-100	Final warning letter with two-day external suspension along with meeting with Principal and Head of Section with undertaking signed
Beyond 100	School may apply for permanent exclusion if contract breached or student may be blocked from renewal.

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.

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 Eduration 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

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- 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.

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 Education. 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.

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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.

House Leader Board

Merit points contribute to overall House Points and collective House Points are displayed and celebrated at assemblies.

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 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.

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- **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.

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

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- Bullying
- Social Problems
- Civic disturbance

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.

Level 1 2 points	<ul style="list-style-type: none"> • Helped a teacher • Helped a peer • Took an active role in classroom discussion • Demonstrated improvement in work • Demonstrated respect for classmate(s) • Conflict resolution – encouraged others to cooperate and work together • Has worked to keep school clean • Offers ideas for innovative solutions • Picked up litter
Level 2 3 points	<ul style="list-style-type: none"> • Perfect attendance for week • Demonstrated honesty • Took an active part in school activity • Regularly adheres to school uniform • Star of the Week Award • Highest English reader for the week • Highest Arabic reader for the week • Highest IXL activity for the week
Level 3 5 points	<ul style="list-style-type: none"> • Has actively participated in a workshop/event • Has demonstrated consistent academic improvement • Has demonstrated significant improvement in behavior • Has actively participated in a volunteering activity within or outside the school • Participated in student council event • Has worked to promote healthy lifestyle • Has taken part in a school competition or event • Has demonstrated extraordinary leadership
Level 4 10 points	<ul style="list-style-type: none"> • Volunteered in sport event • Committed to peer to peer mentoring

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	<ul style="list-style-type: none">• Volunteered with inclusion department• Volunteered in school wide event• Actively promotes wellbeing• Actively promotes sustainability
Level 5 15 points	<ul style="list-style-type: none">• Perfect attendance for semester• Won in an external event/competition• MAP Topper

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.

iPads

Students are to ensure device is only used when requested by teacher. When not in use, students are to keep iPad in the designated iPad box. Devices are not to be used at break time either. All devices must meet specifications shared by school and all devices must be configured as per policy. Misuse of device or removal of configuration will result in consequences as outlined in Acceptable Use Policy and BYOD Guide for Parents.

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.

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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)



Classroom Rules Posters



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)
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.

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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”

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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?		

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

1	2	3	4
Message to Parent on Education 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)	Sent home for day
5	6 Other		
Supervisor & Head of Section meet with parents to discuss further actions/consequence	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:

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: _____

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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.**

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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