



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Middle & High School 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.
- 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.

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
- Warning
- Demerit
- Detention

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

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

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.

**WHEN THE
ADULTS
CHANGE
EVERYTHING
CHANGES** PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

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 Education• 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.

	<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.
2. Starter/ entry activity	<ul style="list-style-type: none"> • Every lesson starts with a short stater/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 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.

	<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 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 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.

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
- 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 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. Parent's must trust the professional opinion of the staff in school just as they would the opinion of any other professional outside of education.

Rewards

We believe strongly in the importance of promoting and praising good behavior. The role of rewards and praise is a key component of realizing the potential of all students at ASCS. Student's effort and good behavior is rewarded and celebrated by teachers in many ways, including:

- Verbal praise
- Merit Points
- House Points
- Star of the Week Certificates
- Positive feedback
- Certificates or e-mails home
- Phone calls home
- In-class rewards and certificates
- Certificates and awards at assemblies and whole school events
- Displays of work
- Leadership responsibilities

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 Eduration, 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 'Behavior 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.

Use of Talking Corners

"Talking Corners" or quiet spaces are used for students to speak calmly with each other about the problem and work in a peaceful way to reach a solution. These are located near supervisor stations. Guide for a talking corner conversation:

- Take, turns and speak truthfully
- Listen respectfully to other's point of view
- Share your feelings honestly
- Creatively find a virtue you need
- Use justice and forgiveness for amends to be made
- Practice commitment to act differently in future

Consequences for minor disruptions in the classroom

For low level misbehavior (level 0 -1), the RWD chart inside the classroom will be implemented with the purpose of supporting the student to self-regulate and correct his/her behavior to abide by the school's Code of Conduct.

First time a student breaks a rule...	Positive Intervention and Verbal Reminder given to student, redirecting their behavior.
Second time a student breaks a rule...	Reminder (attention drawn to the Classroom Code of Conduct). Student's name is placed under "Reminder" column on RWD chart.
Third time a pupil breaks a rule...	Verbal Warning given to student specifying behavior that needs to be corrected. Place student's name under "Warning" column on RWD chart and issue demerit points on Edunation. Teacher may choose to move student's seat and provide 5-minute reflection.
Fourth time a pupil breaks a rule...	Continued repetition of Level 1 misbehavior despite reminders and warnings, warrants being escalated to Level 2. Move student's name to "Detention" column on RWD chart. Teacher to fill out Incident form with Phase Supervisor, providing details and teacher ensures a 10-minute detention takes place with the teacher.

Behavior Descriptors & Consequences

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 	-2	<p>Implementation of in-class RWD Chart providing opportunity for student to self-regulate and correct his/her behavior.</p> <p>After reminder, student moves to "warning" with demerit points (minus 2 points) issued on Edunation and teacher is to send home message to parents via Edunation.</p> <p>10-Minute detention with teacher (teacher fills in</p>

		class/non-compliance to instructions <ul style="list-style-type: none"> Misuse of technology in class 		Detention MS Form to notify supervisor) If after applying fully the RWD chart and the level 1 behavior continues, then teacher may escalate to Level 2 action.
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 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) 	-3	Teacher fills in Incident Form Statements collected from student Demerit Points (minus 3 points) issued on Education 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. 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 	-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

		<ul style="list-style-type: none"> • Use of headphones during school hours 		
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 • 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 	-7	<p>Teacher fills in Incident Form</p> <p>Student isolated whilst investigated</p> <p>Demerit Points (minus 7 points) issued on Education</p> <p>Meeting with Parents & Head of Section with Parent Interview Summary completed and signed by all detailing actions to be taken including Internal Suspension.</p> <p>Option to place student on behavior report and enroll in Restore program with social worker.</p>
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 	-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:</p>

		<p>could have jeopardized their employment</p> <ul style="list-style-type: none"> • Serious/Ongoing Bullying • Serious risk to the health and safety of others • Endangering reputation of ASCS 		<p>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> <p>Final warning for 5th 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.</p>
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Deciding on the level of sanctions

When an incident occurs, then a sanction will be set by the relevant member of staff:

RWD Chart implementation	Teaching staff and non-teaching staff
Detention with teacher	Teaching staff and non-teaching staff
Break detention	Teaching staff/ Phase Supervisor/ Subject lead/ HOS/ SLT
After-school detention	Phase Supervisor with Head of Section
Internal Exclusion	SLT
External Exclusion	Principal/ SLT

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.

Detention Procedures

Student misbehavior may result in the issuing of a detention. Detentions are used to encourage students to consistently meet our high expectations. They also provide a subject teacher an opportunity to have a restorative conversation with any individual who has not met their expectations.

Detentions also give students a chance to catch up on any work they may have missed through their misbehavior or lack of effort or engagement in class.

All teaching and non-teaching support staff have been delegated the authority to place a child in a detention.

The use of detentions as sanctions

Parents will be provided with notice if a student is required to attend an after-school detention. Parents/carers will be given notice of all after-school detentions by one or more of the following methods: Edunation, letter, email, text or phone call.

The school reserves the right to keep in a student on the day such contact is made, if parents/carers agree. In exceptional circumstances authorized by a member of the SLT, the school may impose such "same day" detentions once parents/carers have been informed.

Type of Detention	Length of Detention	When does the Detention Occur
Detention 1	10 Minutes	On same day with teacher
Detention 2	15 Minutes	On same day at break time
Detention 3	30 Minutes	On same day after school
Detention 4	60 Minutes	On next day after school

Detention Process

We believe that students must take responsibility for attending a detention. To aid this process, the school will take the following steps to communicate a detention to students and parents:

- Detentions will be logged by teachers on MS Form where Phase Supervisor will receive notification; however, a student can only be logged for a detention once the teacher has completed the necessary incident form. Where a student has received more than one detention on the same day the original detention will be prioritized and the additional detentions will be set on the next available day.
- Detention 1-3 will take place on the same day as the incident. All other detentions will typically take place on a designated day.

- Detentions will be communicated to parents by Phase Supervisor. Basic information will be shared with parents
- Students are responsible for managing their own attendance to detentions
- Any student who arrives more than 5 minutes after the start of the detention will have been deemed to have missed the detention and further action will be taken as per behavior policy.
- Poor behavior in the detention can lead to a detention being re-set.
- Detention 1 will be managed by the teacher.
- Detention 2-4 will be managed by the Phase Supervisor and Head of Section.

Failure to attend after school detentions

Detentions are an important part of the school behavior policy. Students must complete detentions that have been set or face serious consequences.

Any missed detention will result in referral to behavior policy to note next level consequence that will be taken.

Where a student is not in school to attend due to absence it will normally be rescheduled to the next school day and will not be upscaled.

Restorative Justice

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue, the individuals involved will meet with a mediator who will ask them three main questions:

What happened?

Who else has been affected by this?

What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions, it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other point of view and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a student and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologize if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behavior and to allow the student to decide for themselves why their behavior was inappropriate and how it might have affected others in the school. Students are generally asked to write down their reasons for the behavior and how that behavior could be improved or what alternatives to the inappropriate behavior might have been possible if the same circumstances arise again.

Restore Program

The program aims at stopping and reflecting on the behavior of a student that is regularly out of line with ASCS expectations. A student can be recommended for the program by their Phase Supervisor, Homeroom teacher, or Head of Section following concerns of increasing numbers of negative awards. It follows the following pattern:

REFLECT EXPRESS SET TARGETS REFLECT EVALUATE

REFLECT – on previous incidents and where behaviors were not at the level expected, and why they may have occurred.

EXPRESS – allowing the student the opportunity to express how they feel and what they feel may have led to being in this position. This is done at meeting with parents, Head of Section and Social Worker. Involvement of Inclusion Department team may occur on a needs basis

SET TARGETS – together with social worker and parents the student sets two SMART targets. These are recorded on a Behavior Action Plan. 4 x Weekly meetings are set with social worker to review and work on action plan.

REFLECT – at the end of the program, the social worker will review action plan gaining feedback from teaching staff and will determine if targets set within have been achieved. A follow up meeting with student, social worker, and parents will be set to review.

EVALUATE – Social worker with Head of Section decides if program is successfully completed or if there is a need for further 4 weeks. Extension will also involve social worker updating action plan to include new targets being set. Decision as to whether action plan is successfully completed or extended is updated on action plan itself with notes. If after further 4 weeks no improvement, Principal is informed.

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

	<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"> • Quran Memorization of a Juzaa • Perfect attendance for semester • Won in an external event/competition • MAP Topper Science • MAP Topper English • MAP Topper Math • Exceptional score on IELTS • Exceptional score on SAT

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.

Appendix A: Middle & High School Incident Form

Student's Name		Grade	
Reporting Teacher's Name		Date:	

Description of the situation/incident/procedure:
Witness(es):

Disciplinary incident classification: (according to behavior policy)

<input type="radio"/> Level 1	<input type="radio"/> Level 4
<input type="radio"/> Level 2	<input type="radio"/> Level 5
<input type="radio"/> Level 3	

Action to be taken (refer to school behavior policy)	
Supervisor's Signature	Head of Middle & High School's Signature

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

Appendix B: Witness Statement

Witness:	Date:
Written by witness/scribe: <i>(provide name if scribe used)</i>	Time:
Signed: Name:	

Appendix C: Interview Record

Interviewee:	Date:
Interviewer:	Time:
<i>Record questions and answers</i>	
Signed:	Interviewee Name:
Signed:	Interviewer Name:

Appendix D: Parent Acknowledgement Form

Parent's Acknowledgement

Student's Name		Grade	
Family #		Date	

Dear Parent,

This form is to notify you that your son/daughter's behavior has breached our school behavior policy, and as such we are notifying you to ensure that you work with your child to ensure he/she complies with the school's online behavior policy and follows the rules set within.

Category of Behavior Misconduct (enter description to right)	
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Receipt of this notification via e-mail serves as documentation that you have been informed about the disciplinary incident concerning your son/daughter and that you acknowledge your role in working with the school to ensure this behavior is not repeated.

Sincerely,

Ms Hana Abu Samra

Middle & High School Head of Section

*****Copy of this form is to be placed in Student Electronic Behavior File with supervisor and copy emailed to parents along with physical copy placed in student's school file.**

Appendix E: Parent Interview 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:

Refer to:	Date	Action	Signature	Notes of additional information

Parent's Signature: _____

Date: _____

Member's Signature: _____

Member's Signature: _____

*****Copy of this form is to be placed in Student Electronic Behavior File with supervisor and copy emailed to parents along with physical copy placed in student's school file.**

Appendix F: Behavior Report Template

Student's Name:	Nationality:
Grade:	Main Reason for Referral:
Case Background:	
Triggers <ul style="list-style-type: none">•	
Previous Strategies/Accommodations <ul style="list-style-type: none">•	
Objective 1 (Dates) .	
Mastery Criteria:	
Objective 2 (Dates)	
Mastery Criteria:	
Objective 3 (Dates)	
Mastery Criteria	
Support or Materials Needed to Carry Out Plan <ul style="list-style-type: none">•	
Review Date:	
Review Notes:	
Signature of Social Worker	

Appendix F: RWD Classroom Whiteboard Chart

Name of Student	R	W	D

