



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Middle & High School Behavior Policy

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Signature (Principal): Sara Kimberly Hollis			

BEHAVIOR POLICY

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1. Purpose, Scope and Principles

1.1 Rationale

At the American School of Creative Science (ASCS), we want every student to be Ready, Respectful and Safe. Our philosophy is grounded in the development of the whole child and respects each student's individual interests, preferences and choices. We are committed to understanding every student's learning patterns, behavioral responses and the causes behind them.

Adolescence is the period in which young people learn to exercise judgment independently. They will not always get it right, and a policy that treats every misjudgment as defiance teaches nothing. Our purpose is to hold a consistently high standard while building the self-regulation, accountability and repair skills that students will carry into adulthood. It is our responsibility to ensure every student is respected and recognized as a valued member of the ASCS community, and that our response to behavior builds rather than erodes belonging.

1.2 Aims of the 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 practice is built on the ASCS core values of Integrity, Tolerance, Compassion, Collaboration and Courage.

- To promote the values of honesty, trust, fairness, tolerance, compassion and courtesy.
- To reinforce positive behavior at every opportunity and to recognize effort as well as outcome.
- To develop an ethos of mutual respect and trust among all those working in school, adults and students alike.
- To teach students to take responsibility for their behavior and to repair harm when it occurs.
- To ensure every student understands what acceptable behavior looks like and knows they are a valued part of the school community.
- To communicate clearly to all stakeholders the systems of recognition and consequence used at ASCS.
- To develop students' capacity to self-regulate, to solve problems independently and to act with autonomy.
- To prepare students for the standards of conduct expected of them in higher education, in employment and under UAE law.
- To ensure our response to behavior is consistent for all students and appropriately adjusted for individual need.

This policy is applied consistently. Staff exercise professional judgment within it and take account of each student's age, stage of development, individual circumstances and any identified additional needs.

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1.3 Scope

This policy applies to all students in Grades 6 to 12 and to all staff who work with them, teaching and non-teaching. It applies:

- In all classrooms, corridors, learning spaces, laboratories, sports facilities, the canteen and all other areas of the school site;
- On school transport, including at pick-up and drop-off points;
- On educational visits, trips, residentials, sports fixtures, work experience placements and all school-organized events, whether on or off site;
- In online learning environments and on school digital platforms;
- In all internal and external examinations and assessments; and
- To conduct outside school hours, including online conduct, where that conduct has or is likely to have a direct impact on the safety, dignity, learning or reputation of another member of the ASCS community.

Students who reach the age of 18

Some Grade 12 students reach the age of 18 during the school year. Those students remain subject to this policy in full while enrolled. From their eighteenth birthday, and unless the student gives written consent for continued parental involvement, the school will address correspondence about behavior matters to the student directly while continuing to inform parents of any matter affecting enrollment, safety or the terms of the parent contract. A student aged 18 or over is still entitled to a support adult at any formal meeting.

Grades 1–5 are governed by the Elementary Positive Behavior Policy. Kindergarten is governed by the KG Positive Behavior Policy.

1.4 Regulatory and accreditation framework

This policy is written to meet the requirements of, and should be read alongside:

Framework	Requirement reflected in this policy
UAE Federal Law No. 3 of 2016 (Wadeema's Law)	Protection of children from all forms of physical and psychological harm, neglect and exploitation. Corporal punishment and humiliating treatment are prohibited in all circumstances.
UAE Federal Decree-Law No. 34 of 2021 on Combatting Rumors and Cybercrimes	Conduct online that would be unlawful in the UAE — including sharing images of others without consent, defamation, threats and impersonation — carries consequences beyond the school. Students are taught this explicitly (Section 6.5).
KHDA Executive Council Resolution No. (2) of 2017	Regulation of private schools in Dubai, including the framework governing student discipline, suspension, exclusion and the rights of parents.
Dubai Inclusive Education Policy Framework	The duty to make reasonable adjustments, to avoid discriminatory application of sanctions, and to identify and remove barriers for students of determination.
UAE School Inspection Framework (KHDA)	Evaluation of students' personal development, behavior, relationships and the school's protection, care, guidance and support of students.
NEASC ACE 2.0 Learning Principles	A learning culture in which students are known, safe and supported, and in which the school evaluates its own impact using evidence.
External examination board regulations	Malpractice in external examinations is governed by the awarding body's rules and reported to them, in addition to any school consequence (Section 6.4).

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ASCS Safeguarding and Child Protection Policy

The primacy of safeguarding: where behavior may indicate that a student is at risk, safeguarding procedures take precedence over disciplinary procedures.

Related ASCS policies: Safeguarding and Child Protection Policy; Anti-Bullying Policy; Inclusion Policy and Inclusion Assessment Policy; Attendance Policy; Assessment Policy; Acceptable Use Policy and BYOD Guide for Parents; Artificial Intelligence Acceptable Use Policy; Complaints Policy; Wellbeing Policy; Educational Visits Policy; Transport Policy.

1.5 Equality and non-discrimination

Every student at ASCS is entitled to the same standard of care and the same fair application of this policy. Recognition and consequence are applied without regard to nationality, gender, language, family background, religion, or additional educational need.

Where a student has an identified additional need, a disability, or is a student of determination, the school makes reasonable adjustments to how this policy is applied. This is not a lowering of expectation — it is the removal of a barrier so that the expectation becomes achievable. Section 7 sets out how this operates in practice.

The school analyzes behavior data each term to check that no group of students is disproportionately represented in sanctions, and acts where disproportionality is found (Section 9.3).

1.6 Behavior and wellbeing: the PERMAH framework

PERMAH element	How this policy supports it
Positive Emotions	The shared language of our school values; celebration of effort; pursuing individual interests and passions.
Engagement	Assemblies, shared experiences, house group events, student committees, and lessons planned to secure attention and purpose.
Relationships	Relational practice across classes and grades, house groups, and consistently warm, high-expectation adult–student relationships.
Meaning	Homeroom time, assemblies, community service, Moral, Social and Cultural lessons, wellbeing lessons and Virtues in Practice.
Accomplishment	Merit points, Honor Roll, awards and public recognition of growth as well as achievement.
Health	Sleep, nutrition, movement and mental health are treated as behavior supports, not as privileges to be withdrawn.

1.7 Rights and responsibilities

At ASCS, every student has the right:

- To feel safe, happy and secure in school at all times;
- To learn without threat or disruption from others;
- To know that bullying and harassment are unacceptable and will be addressed;
- To be listened to, and to be treated fairly and sensitively;

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- To be told clearly what they are alleged to have done, to give their account before a decision is made, and to have a support adult present at any formal meeting;
- To know what happens next, and to appeal a decision they believe is wrong;
- To be supported to repair harm and to make a fresh start.

With those rights come responsibilities: to follow the Code of Conduct, to report to an adult when they or someone else is unsafe, to take part honestly in restorative processes, and to accept support to put things right

2. Creating the Conditions for Positive Behavior

2.1 Visible consistencies

Visible Consistencies are the behaviors and expectations that all staff model and expect of all students, all of the time. They are the same in every classroom and every corridor.

On consistency

Paul Dix, in ***When the Adults Change, Everything Changes***, argues that rapid improvement in behavior does not come from harsher sanctions. It comes from the adults — from a simple approach that every member of staff applies in the same way, every single time. That kind of consistency is worth defending.

Consistency allows students to predict what will happen, and predictability creates safety. Set non-negotiables are followed by every adult. We speak from the same scripts. As a result, students experience the staff body as a united front that is fair, consistent, caring and respectful.

Adolescents test inconsistency more forensically than younger children, and with more justification. Where one teacher enforces a rule and another does not, students reasonably conclude the rule is negotiable. Consistency is about the adult's response, not about identical outcomes for every student.

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2.2 The ASCS Behavior Blueprint

The Behavior Blueprint is displayed in every Middle and High School classroom and in staff workrooms. It is the one-page summary of what every adult does, every day.

Three rules	Four adult behaviors	Above and beyond
READY RESPECTFUL SAFE <i>Three rules only. Every expectation in this school can be explained by one of them.</i>	Meet and greet — at the door, every lesson, by name. Relentless routines — entry, attention signal, transitions, exit. First attention to best conduct — notice the student doing the right thing first. Deliberate botheredness — follow up, follow through, never hold a grudge.	- Recognition board in every class - Merit points on Edunation - Positive phone call or message home - Star of the Week - House points and the House Leader Board - Honor Roll and assembly recognition - Leadership roles on student committees
Stepped consequences — delivered calmly, privately and in order		
Reminder A private reminder of the three rules. Delivered discreetly, without an audience. Caution A clear verbal caution naming the behavior and the consequence that follows. Name goes on the RWD board under Reminder. Warning Name moves to Warning. Demerit issued. Seat change or a short reflection if needed. Consequence Name moves to Detention. Incident Form completed with the phase supervisor and contact made home. Repair A restorative conversation before the next lesson with that adult. This step is never skipped.		

2.3 Scripts for conversations

Scripted language protects the adult as much as the student. It keeps the conversation short, calm and about the behavior rather than the person, and it means every student hears the same thing from every adult. With adolescents in particular, the script exists to stop a small matter escalating into a public confrontation that neither party can withdraw from.

When	Say this
The 30-second intervention	"I noticed you are ... (off task / on your phone / talking over me). It was the rule about being ready that you broke. You have chosen to ... (the consequence). Do you remember last week when you ... (a positive memory)? That is the (name) I need to see today. Thank you for listening." Then walk away and give take-up time.
Reducing the audience	Move alongside rather than in front. Lower your voice so only the student hears. Never conduct a correction across a room — an adolescent corrected publicly has to choose between compliance and standing among their peers, and they will usually choose their peers.
When a student refuses	"I am going to give you some time to think about it. I will come back in two minutes." Do not repeat the instruction more than twice. Do not block a doorway. Do not turn it into a contest of wills in front of an audience.
When a student answers back	Acknowledge and defer: "I hear you, and I want to talk about that properly. Not now, in front of everyone — come and see me at the end." Then follow through on that conversation.

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The restorative conversation (five questions)	1. What happened? 2. What were you thinking at the time, and what do you think now? 3. Who has been affected, and how? 4. What needs to happen to put things right? 5. What will you do differently next time?
With the student who was harmed	“What happened for you?” “What has been the hardest part?” “What do you need to feel alright again?” Their voice is recorded on the Incident Form.
Re-entry after a consequence	“We have dealt with that and it is finished. Today is a fresh start. I am glad you are here.”
Never say	Anything that shames a student in front of peers, compares one student to another, refers to a family circumstance, predicts future failure, uses sarcasm, or attaches the behavior to the student’s character rather than their choice.

2.4 Visible consistencies in lessons

To support students to be Ready, Respectful and Safe, all lessons follow a common set of six Visible Consistencies. When every member of staff applies them, expectations become understood by all students, and the environment becomes predictable and purposeful.

Visible consistency	In practice
1. Controlled entry and exit	- Homeroom teachers are in class by 7:05 am. All teachers arrive promptly for their lessons. - Teachers meet and greet students at the door, by name. - Class registers are taken on Edunation at the start of every lesson. - Students enter the classroom focused and ready to learn, with equipment ready. - Students wear full and correct uniform. Where students arrive from another teacher’s lesson, the receiving teacher checks uniform. - Where uniform is incorrect at homeroom, the homeroom teacher contacts parents with a reminder. If it recurs, the phase supervisor follows up. No student is removed from learning over a uniform item. - Bags are placed under desks and outdoor items in the designated area. - During transitions, teachers are visible in corridors and move students on with purpose. - Lateness is marked on Edunation with a reason recorded in the comment. Persistent lateness is followed up by the phase supervisor under the Attendance Policy.
2. Starter or entry activity	- Every lesson opens with a short Do Now, establishing that learning begins immediately and allowing the teacher to set up and take attendance. - Students begin the Do Now independently, so that engagement is immediate and the first minutes of the lesson are not lost.
3. Clear behavior-for-learning routines	- Every teacher has an established, explicitly taught classroom routine. - The RWD chart is displayed at the front of the room, laminated and actively used (see Section 2.5). - All classes have a seating plan, reviewed in consultation with the inclusion team where relevant. - All student devices are enrolled in MDM and remain closed unless the teacher has requested them. - All teachers actively use Apple Classroom to monitor device activity. - Edunation is used routinely by all staff to award merits and record demerits in line with this policy. - The teacher is mobile in the classroom, using iPad and screen mirroring rather than remaining at the teacher desk. - Mutual respect is promoted at all times, and disrespectful behavior is always challenged.
4. STARRS	Sit up — students attend to the learning and to the expectations of the teacher.

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	▪ Track — students listen when the teacher or a peer is speaking. Apple Classroom may be used to pause screens during instruction. ▪ Ask — students ask and answer questions. The 3B4ME rule applies: Book, Buddy, Boss. Teachers may use a no-hands-up strategy to promote independent problem solving. ▪ Respect — classrooms operate on mutual respect. We are an anti-bullying school. ▪ Ready — students have their equipment and their attention ready to learn. ▪ Safe — the classroom is physically and emotionally safe for every student in it.
5. Students leaving the classroom	▪ Students leave lessons only where there is a clear need, and always with the teacher's knowledge. ▪ Students are encouraged to use facilities before and after lessons; requests during lessons are granted without negotiation or public comment. ▪ The number of students out of the room at any one time is limited to one per class. ▪ Where a class moves as a group, the teacher leads them calmly so that neighboring classes are not disrupted. ▪ Where a student has a medical or inclusion-related need affecting facilities access, that need overrides this routine and is recorded on the student's plan.
6. Break and lunch times	▪ Food breaks take place in the designated canteen or the assigned break location per the break schedule. Students do not remain in classrooms unsupervised. ▪ Students collecting canteen meals line up, collect and return to their assigned area. ▪ Break and lunch are actively supervised, with staff positioned in the areas where incidents are most likely, including less visible spaces. ▪ Quiet spaces and structured options are available for students who find unstructured social time difficult. ▪ Break is protected. A full break is not withdrawn as a consequence (see Section 5.6).

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2.5 The RWD chart

RWD stands for Reminder, Warning, Detention

The acronym has been used across ASCS documentation without ever being defined. It is set out here so that new staff, students and parents all read it the same way.

The RWD chart is displayed on the classroom whiteboard and used by all teachers of all subjects in Grades 6 to 12. It makes the graduated response visible, so a student can see exactly where they stand and what will happen next. Its purpose is to support self-regulation, not to shame.

Column	Meaning	What the adult does
R	Reminder	The student's name is placed under Reminder and the Code of Conduct is referred to. Delivered privately where possible. No demerit is issued at this stage.
W	Warning	The name moves to Warning. The teacher names the specific behavior that needs to change. A demerit is issued on Education. The teacher may move the student's seat and give a five-minute reflection.
D	Detention	The name moves to Detention. The teacher completes the Incident Form with the phase supervisor and holds a ten-minute restorative detention with the student.

- Names are cleared at the end of every lesson. A student does not carry a name on the board from one lesson to the next.
- A student who corrects their behavior may have their name removed, and the teacher says why. Movement off the board is as visible as movement onto it.
- The chart records behavior in the lesson. It is not a running total and is not used to rank students.
- Where a student has an identified need addressed in their plan, the plan determines whether the chart is used with them and how.

2.6 Talking Corners

Talking Corners are quiet spaces where students speak calmly with each other about a problem and work towards a resolution. They are located near supervisor stations so that an adult is within sight and can intervene if the conversation is not going well.

Guidance for a Talking Corner conversation:

- Take turns, and speak truthfully;
- Listen respectfully to the other point of view;
- Share your feelings honestly;
- Identify the virtue that is needed;
- Use justice and forgiveness so that amends can be made;
- Commit to acting differently in future.
- A Talking Corner is not used where one student has harmed another, where there is a power imbalance, or where an allegation of bullying, harassment or harmful sexual behavior has been made. Those matters go to a trained mediator under Sections 5.8, 6.1 and 6.2.

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- A student is never required to enter a Talking Corner with someone who has harmed them.
- Conversations are private but not confidential: a student is told at the outset that anything raising a safeguarding concern will be passed to the Designated Safeguarding Lead.

2.7 Relational practice with adolescents

A student who is emotionally flooded cannot reason, and a consequence delivered at that moment teaches nothing. Adults regulate first, then relate, then reason.

Stage	What the adult does
Regulate	Lower your voice and your body. Reduce demands and reduce the audience. Offer space, water, a walk or a job to do. Say very little. Do not require eye contact.
Relate	Connect before you correct. Acknowledge the feeling without endorsing the behavior: “I can see you are angry, and I want to understand why. I am not going to argue with you about it now.”
Reason	Only once the student is calm, hold the restorative conversation, agree the repair, and confirm the consequence. This may be later the same day and is more effective for the delay.

Two principles are worth holding on to with this age group. First, never remove a student’s dignity in front of their peers; a student who feels humiliated will defend themselves rather than reflect. Second, the relationship is the intervention — a student will accept a consequence from an adult they believe is on their side, and will resist the same consequence from an adult they believe is not.

3. Roles and Responsibilities

At ASCS we expect a consistent approach to behavior from every adult. Promoting good habits of behavior around the school is the responsibility of all staff, teaching and non-teaching. All staff are expected to uphold the Visible Consistencies and to lead by example.

3.1 Students

Students are expected to follow the Code of Conduct, to report to an adult when they or someone else is unsafe, to take part honestly in restorative conversations, and to accept support to put things right. Students are entitled to give their account of any incident before a consequence is decided, and to have a support adult present at any formal meeting.

3.2 Homeroom teachers

Homeroom teachers should know their students better than any other adult in the building. Homeroom teachers:

- Establish and maintain positive relationships with every student in the homeroom;
- Recognize and reward success, and support and encourage effort;
- Monitor standards of work and behavior across all of a student's subjects, acting as the point of contact for other teachers raising a concern;
- Notice change — a drop in engagement, a change in friendship group, a change in presentation — and raise it early with the phase supervisor or the counseling team;
- Are the first point of contact for parents on day-to-day behavior matters.

3.3 Teachers

By using the full range of recognition, support and consequence, all teachers establish an atmosphere in which learning is the most important part of the school day. Teachers:

- Manage behavior effectively to secure a safe and purposeful learning environment;
- Set high expectations which inspire, motivate and challenge students;
- Model consistently the attitudes, values and behavior expected of students;
- Apply the RWD chart and the stepped consequences of this policy consistently and fairly;
- Plan and adapt teaching so that tasks are accessible and appropriately demanding — poorly matched work is a leading cause of disengagement at this age;
- Seek advice from the social worker, counseling team or inclusion team where a student is not responding;
- Maintain professional relationships, exercise appropriate authority, and act decisively when required;
- Record behavior accurately and promptly on Edunation, and complete the Incident Form where the policy requires it;
- Never issue a whole-class sanction for the behavior of an individual or a few.

It is the responsibility of teachers to ensure school expectations are understood and upheld in their classes. Class Charters are co-constructed with students at the start of each academic year, because students who help set the standard are more likely to hold it.

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3.4 Non-teaching staff and supervisory staff

The role of non-teaching staff is central to the life and work of students in the school. All non-teaching staff — including learning support assistants, laboratory technicians, canteen, transport, reception, security and facilities staff — expect and reinforce high standards of behavior inside and outside classrooms, model those standards themselves, and report concerns through the phase supervisor. Non-teaching staff receive the same annual training on this policy as teaching staff.

3.5 Phase supervisors

- Receive and log Incident Forms and check the level applied is proportionate;
- Coordinate detention arrangements, including supervision and transport implications;
- Issue Parent Acknowledgment and Stage letters as directed by the Head of Section;
- Maintain the student electronic behavior file;
- Monitor emerging patterns within the phase and escalate to the Head of Section, the inclusion team and the DSL.

3.6 Head of Section and school leaders

Leaders are responsible for establishing a calm, purposeful and orderly environment in which a high standard of behavior is the norm, and for maintaining a high profile around the school. The Head of Section implements this policy consistently across the phase, sets and models the standard, supports staff in applying it, and is responsible for the health, safety and welfare of all students in the phase.

Leaders make all decisions on internal and external suspension, chair formal parent meetings at Level 4 and above, determine academic integrity outcomes at Level 4 and above, and quality-assure the consistency of the policy's application through the termly behavior data review.

3.7 Social worker, counseling and Behavior Support Services

The Behavior Support Service (BSS) team plays a central role in improving standards, behavior, attitudes and safety, and in supporting staff. The team focuses on six areas:

1. Following up students who fail to attend a lesson despite being marked present in school;
2. Managing behavioral incidents categorized as Level 4 or Level 5;
3. Facilitating restorative reflection for students who have made poor choices;
4. Monitoring behavior trends across the phase and the school;
5. Mentoring students at risk of recurrent poor decision-making;
6. Providing counseling to support student wellbeing.

The social worker leads the Restore program, authors and reviews Behavior Support Plans, and is a standing member of the termly behavior data review.

3.8 Head of Inclusion and the inclusion team

The inclusion team is involved at the point a pattern emerges, not once the graduated response has been exhausted. The Head of Inclusion:

- Is notified whenever a student receives a third Incident Form in a term, or any Level 4 or 5 sanction;
- Advises on reasonable adjustments to the application of this policy for any student with an identified need;

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- Determines, with the social worker, whether behavior may be a manifestation of an underlying need requiring assessment;
- Ensures behavior targets appear in the student's Individual Education Plan where one exists, so that the Behavior Support Plan and the IEP are aligned rather than parallel;
- Co-signs any decision to suspend a student of determination.

3.9 Designated Safeguarding Lead

Safeguarding takes precedence over discipline

Where behavior may indicate that a student is suffering, or is at risk of suffering, harm, the member of staff refers immediately to the Designated Safeguarding Lead through the school's safeguarding reporting platform. Safeguarding procedures run in parallel with, and take precedence over, any disciplinary process.

A disciplinary process must never delay a safeguarding referral, and a safeguarding referral must never be substituted by a sanction.

The DSL is notified of every Level 5 incident, every allegation of harm between students, every incident of sexual harassment or harmful sexual behavior, every discriminatory or prejudice-based incident, every incident involving vaping, tobacco or substances, every report of a missing student, and every use of physical intervention.

3.10 Parents and guardians

The school works in active partnership with parents and guardians so that students experience consistent expectations at home and at school. We ask parents to:

- Support their child's learning and cooperate with the school in applying this policy;
- Send their child to school ready to learn, in correct uniform, on time and with the equipment they need;
- Talk with their child about the Code of Conduct and reinforce the same three rules at home;
- Take an active interest in their child's online life, and support the school's position on device use;
- Engage constructively with school staff and raise concerns through the routes set out in Section 5.12 rather than with other students or families, including in parent group chats;
- Attend meetings when invited, and contribute their knowledge of their child.

In return, the school commits to communicating promptly and clearly, to explaining the reason for any consequence, to listening to both the student's and the parent's account, and to making clear what support is in place. Where a parent disagrees with a decision, the appeal and complaints route in Section 5.12 is available to them.

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4. Recognizing and Rewarding Positive Behavior

We believe strongly in the importance of promoting and praising positive behavior. Recognition is a key component of realizing the potential of all students at ASCS. Recognition should always outweigh consequence, and staff should aim for a ratio of at least five positive interactions for every corrective one.

Student effort and conduct are recognized and celebrated in many ways, including:

- Verbal praise and specific, public acknowledgment of what was done well;
- Merit points on Eduration and contribution to House Points;
- Star of the Week certificates and Honor Roll;
- Positive written feedback, emails and phone calls home;
- In-class rewards and certificates;
- Certificates and awards at assemblies and whole-school events;
- Display and publication of student work;
- Leadership responsibilities, including roles on student committees.

Staff should check periodically that recognition is not concentrated on the same small group of students, and should use merit points deliberately with students who are working hard to change a pattern.

4.1 Merit points

Teachers award merit points via Eduration. The list below is indicative rather than exhaustive; where the behavior you wish to recognize is not listed, award according to the category it best fits.

Award	Examples
Level 1 — 2 points	Helped a teacher · Helped a peer · Took an active role in classroom discussion · Demonstrated improvement in work · Demonstrated respect for classmates · Conflict resolution — encouraged others to cooperate · Worked to keep the school clean · Offered an idea for an innovative solution · Picked up litter
Level 2 — 3 points	Perfect attendance for the week · Demonstrated honesty · Took an active part in a school activity · Consistently in correct 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	Actively participated in a workshop or event · Demonstrated consistent academic improvement · Demonstrated significant improvement in behavior · Participated in a volunteering activity in or beyond school · Contributed to a student committee initiative · Worked to promote a healthy lifestyle · Took part in a school competition or event · Demonstrated exceptional leadership
Level 4 — 10 points	Volunteered at a sports event · Committed to peer-to-peer mentoring · Volunteered with the inclusion department · Volunteered at a school-wide event · Actively promoted wellbeing · Actively promoted sustainability
Level 5 — 15 points	Quran memorization of a Juz' · Perfect attendance for the semester · Won an external event or competition · MAP topper in Science, English or Math · Exceptional score on IELTS · Exceptional score on SAT · Sustained personal achievement recognized by the Head of Section

The Level 5 list includes achievements that are open to different groups of students by different routes. Heads of Section should ensure that every student, whatever their background or profile, has a realistic path to the highest award band, and the termly data review checks that this is the case in practice.

5. The Graduated Response to Unwanted Behavior

5.1 Principles of consequence

At ASCS we promote positive behavior by recognizing potential and celebrating success, while ensuring fair and consistent consequences when they are needed. Research supports a holistic approach combining prevention, intervention and restorative practice: restorative approaches improve academic outcomes and wellbeing and create safer schools by building belonging and accountability.

Every consequence applied at ASCS must satisfy five tests:

Principle	What it means in practice
Certain, not severe	What changes behavior is knowing that something will follow, not how harsh it is. Consistency matters more than escalation.
Proportionate	The consequence matches the behavior, the student's age and stage, and the context. Level 5 consequences are never applied to Level 2 behavior.
Restorative	Every consequence is paired with a conversation that repairs the relationship and the harm. The relationship is never left broken.
Separate from the student	We sanction the behavior, never the character. A student is never labelled by their worst moment, and a record is never used to prejudge a later incident.
Educative	The student must be able to say what they will do differently, and be taught the skill or given the support they were missing.

All Level 2 to 5 behaviors are logged on Edunation. All Level 3 to 5 behaviors are communicated to parents on the day they occur.

Practices not used at ASCS

- Corporal punishment or any physical response intended to cause pain, discomfort or humiliation — prohibited absolutely under UAE Federal Law No. 3 of 2016;
- Shouting at, shaming, mocking, using sarcasm against, or labelling a student, whether in private or in front of peers;
- Whole-class or group sanctions for the actions of an individual;
- Withdrawal of the full break or lunch period, or of food;
- Withholding access to specialist provision, inclusion support, counseling or wellbeing services as a sanction;
- Reducing an academic grade as a behavior sanction, other than where academic integrity itself is the issue under Section 6.4;
- Sanctions applied to a student for a matter that is the responsibility of an adult, including unpaid fees, uniform not provided, or transport arrangements;
- Requiring a public apology, or any apology given before the student is regulated and willing — a forced apology repairs nothing and often compounds the harm to the other student.

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5.2 Classroom steps for minor disruption

For low-level behavior at Levels 0 and 1, the RWD chart is implemented to support the student to self-regulate and correct their behavior. Each step is delivered privately, calmly and with take-up time.

Step	Adult response
First time	Positive intervention and a verbal reminder, redirecting the behavior. Nothing is recorded.
Second time	Reminder, with attention drawn to the Code of Conduct. The student's name is placed under R on the RWD chart.
Third time	Verbal warning specifying the behavior that needs to change. The name moves to W and a demerit is issued on Edunation. The teacher may move the student's seat and give a five-minute reflection.
Fourth time	Continued repetition despite reminder and warning is escalated to Level 2. The name moves to D. The teacher completes the Incident Form with the phase supervisor and holds a ten-minute restorative detention.
Always	A restorative conversation takes place before the student's next lesson with that adult. Names are cleared from the chart at the end of every lesson.

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5.3 Behavior descriptors and consequences

Behaviors are categorized in six levels. Level is determined by the behavior itself, its impact and its context — not by how frustrated the adult feels. Where staff are uncertain, the phase supervisor decides, and the Head of Section decides at Level 4 and above.

Check this before you apply any consequence

Is this behavior a manifestation of an identified need, and has the student been given the support and adjustments they are entitled to?

Where the answer is unclear, the phase supervisor consults the Head of Inclusion before the consequence is confirmed. Section 7 governs.

Lvl	Description	Examples	Points	Action to be taken
0	Low-level, teachable	▪ Momentarily off task or turning to talk ▪ Persistent chatting ▪ Not following an instruction first time ▪ Minor distraction requiring immediate correction ▪ Minor disagreement between classmates	0	Teachable moment by the class teacher. 1:1 conversation while learning continues. Ask the student to identify why you are speaking to them. Remind the student of the correct behavior and the expectation. Nothing is recorded and nothing goes home.
1	Low-level, repeated	▪ Dress code violation ▪ Shouting out ▪ Refusal to take part in an activity ▪ Lateness to lesson ▪ Eating in class without permission ▪ Persistent low-level disruption or non-compliance after redirection ▪ Misuse of technology in class ▪ Missing equipment or unfinished work — only where the student could reasonably have done otherwise	-2	RWD chart applied in full, giving the student the opportunity to self-regulate and correct. After the reminder, the name moves to Warning, -2 demerit points are issued on Edunation, and the teacher sends a message home via Edunation. A 10-minute restorative detention with the teacher (logged on the Detention Log to notify the supervisor). If the behavior continues after the chart has been applied in full, escalate to Level 2.
2	Mid-level	▪ Repetition of Level 1 behavior ▪ Repeated lateness to school or to lessons ▪ Repeated misuse of technology ▪ Verbal aggression towards peers ▪ Littering ▪ Gaming on a device during school hours ▪ Failure or refusal to hand in a mobile phone ▪ Third incomplete homework ▪ Disrespectful towards peers or staff ▪ Disruptive behavior on school transport (first instance)	-3	Teacher completes the Incident Form, including the student's account. Witness statements collected where relevant. -3 demerit points issued on Edunation. Parent Acknowledgment Form completed by the supervisor, signed by the Head of Section, emailed to the parent and followed by a phone call. 15-minute restorative detention at break — never the whole break (see 5.6).
3	High-level	▪ Repetition of Level 2 behavior ▪ Lateness to a lesson during the day exceeding 10 minutes ▪ Failure to attend a break-time detention ▪ Unauthorized presence in a restricted area	-5	Teacher completes the Incident Form. -5 demerit points issued on Edunation. Warning Form completed by the supervisor, signed by the Head of Section, emailed to the

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Lvl	Description	Examples	Points	Action to be taken
		▪ Damage to another person's belongings ▪ Refusal to follow instructions from an adult ▪ Significant and sustained lack of work ▪ Disruptive behavior on school transport (second instance) ▪ Acting as a bystander to an incident without seeking help ▪ Swearing (first instance) ▪ Play fighting ▪ Bullying, including cyberbullying (first instance — see 6.1) ▪ Possession of a banned item ▪ Intentionally unsafe behavior ▪ Use of headphones during school hours		parent and followed by a phone call the same day. 30-minute after-school restorative detention, arranged with a minimum of 24 hours' notice and confirmed transport (see 5.6). Head of Inclusion notified where this is the student's third form in a term.
4	Serious	▪ Repetition of Level 3 behavior ▪ Swearing at a peer or an adult ▪ Discriminatory or prejudice-based language (not directed at an individual) ▪ Direct defiance towards a member of staff ▪ Selling for profit on the school site ▪ Leaving the school premises without permission ▪ Skipping a lesson ▪ Failure to attend an after-school detention ▪ Damage to school property ▪ Theft ▪ Plagiarism or academic dishonesty (see 6.4) ▪ Bullying or cyberbullying (severity dependent — see 6.1) ▪ Sexual harassment, including unwanted comments, gestures or image sharing (see 6.2) ▪ Reactive fighting ▪ Physically threatening comments or gestures ▪ Use of a mobile phone during school hours	-7	Teacher completes the Incident Form; the Head of Section confirms the level. Student supervised in a quiet space while the incident is investigated — never left alone, never for longer than the investigation requires. -7 demerit points issued on Education. Meeting with parents and the Head of Section; Parent Interview Summary completed and signed by all parties, setting out the actions to be taken, which may include internal suspension. Consideration of a Behavior Report and referral to the Restore program with the social worker. Head of Inclusion and DSL notified. Behavior Support Plan opened or reviewed.
5	Most serious	▪ Repetition of Level 4 behavior ▪ Fighting with intent to harm (premeditated or excessive force) ▪ Serious or ongoing bullying ▪ Racism, harassment or targeted discriminatory abuse ▪ Harmful sexual behavior, or sharing intimate images of any person (see 6.2 and 6.5) ▪ Possession of weapons or dangerous objects ▪ Smoking, vaping, or possession, use, sale or distribution of tobacco, alcohol or controlled substances on school property, transport or at ASCS events (see 6.6)	-20	Teacher completes the Incident Form; the Principal is informed the same day. Student supervised in a quiet space while the incident is investigated. -20 demerit points issued on Education. DSL notified in every case and a safeguarding record opened. Where the behavior involves harm between students, substances, weapons or images, the safeguarding response leads. Formal meeting with parents and the Head of Section; Parent Interview Summary completed and signed. Stage letter issued per the sequence in 5.4.

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Lvl	Description	Examples	Points	Action to be taken
		▪ Serious misuse of social media affecting a member of the ASCS community ▪ Malpractice in an external examination (see 6.4) ▪ Altering school records or assessments ▪ Making a malicious allegation against a member of staff ▪ Any behavior presenting a serious risk to the health and safety of others ▪ Conduct that seriously damages the reputation of ASCS		Behavior Support Plan mandatory. External assessment or specialist referral considered. Suspension considered under the due-process requirements in 5.10. KHDA and, where relevant, the awarding body notified.

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5.4 Demerit points, thresholds and reset

Low-level disruption has a genuine cumulative cost: repeated interruption erodes the learning of every student in the room. Demerit thresholds exist so that a pattern is recognized and support is put in place — not so that a student accumulates a permanent record from which there is no recovery.

How points accumulate and reset

- Demerit points accumulate within a term and reset to zero at the start of each term. Three terms therefore begin fresh.
- The behavior record itself is retained on the student file; only the running points total resets.
- Points arising from Level 1 behavior alone cannot escalate a student beyond the –40 threshold. Where a student reaches –40 on Level 1 behavior only, the response is a Behavior Support Plan and an inclusion consultation — not a suspension.
- Suspension is never triggered by an accumulation of points alone. It is a decision taken on the facts of a specific incident under Section 5.10.
- A student who reaches a threshold and then sustains improvement for four consecutive weeks has the next threshold re-based, so that progress is recognized rather than ignored.
- Where a student is on a Behavior Support Plan, thresholds are applied as set out in that plan.

Threshold	Formal step	Support that must accompany it
–20	Stage 1 letter and a 30-minute after-school restorative detention.	Homeroom teacher meets the student to identify one target. Parent phone call.
–40	Stage 2 letter and one day of internal reflection provision.	Behavior Report opened. Head of Inclusion consulted. Parent meeting with the phase supervisor.
–60	Stage 3 letter and a face-to-face meeting with the Head of Section.	Referral to the Restore program. Behavior Support Plan written with the social worker. Student voice recorded. Review within four weeks.
–80	Stage 4 notice-to-improve letter and a face-to-face meeting with the Head of Section.	Multi-agency review: Head of Inclusion, DSL, social worker, homeroom teacher and parents. Consideration of external assessment.
–100	Final warning letter, meeting with the Principal and Head of Section, and a signed undertaking.	Full review of provision. Formal consideration of whether the school is meeting the student's needs, and what additional provision is required.

Every threshold letter is accompanied by a statement of what the school is putting in place, not only what the student must stop doing. A letter that lists only failings is not issued.

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5.5 Who may apply which sanction

Authority to sanction is bounded so that consequences are applied consistently and by someone with the standing to see them through.

Sanction	Who may set it
RWD chart implementation	Any teaching or non-teaching member of staff.
Demerit points on Edunation	Any teaching or non-teaching member of staff.
Detention 1 — 10 minutes with the teacher	The teacher concerned. Non-teaching staff refer to the class teacher or phase supervisor rather than setting it directly.
Detention 2 — 15 minutes at break	Teaching staff, phase supervisor, subject lead, Head of Section or SLT.
Detention 3 and 4 — after school	Phase supervisor with the Head of Section only.
Behavior Report	Phase supervisor with the Head of Section.
Referral to the Restore program	Phase supervisor, homeroom teacher or Head of Section.
Internal reflection provision	Head of Section, on the authority of the Principal.
External suspension	Principal only.

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5.6 Detention procedures

Detentions encourage students to meet our high expectations consistently. They give a teacher the opportunity to hold a restorative conversation with a student who has not met those expectations, and they give the student a chance to catch up on work missed through their own choices. A detention is not simply time served; it always includes the restorative conversation.

Type	Length	When it occurs	Who supervises
Detention 1	10 minutes	Same day, with the teacher concerned	The teacher who set it
Detention 2	15 minutes	Same day at break — never the whole break	Phase supervisor
Detention 3	30 minutes	After school, with at least 24 hours' notice	Phase supervisor
Detention 4	60 minutes	After school on a designated day, with at least 24 hours' notice	Phase supervisor with a second adult on site

Duty of care requirements

- A supervising adult is present for the whole of every detention. A student is never left alone in a room, and a single adult is never alone with a single student behind a closed door.
- After-school detentions require a minimum of 24 hours' written notice to parents and confirmed transport arrangements. Where transport cannot be arranged, an in-school alternative is set instead.
- Same-day after-school detention is used only where the Head of Section authorizes it and a parent has confirmed agreement, not merely been informed.
- Break-time detention never removes the whole break. A student always retains time to eat, drink, use facilities and move.
- Where a student has more than one detention on the same day, the original is prioritized and the additional detentions are set on the next available day. A student is not held for more than 60 minutes of detention in any one day.
- Detentions are logged on the Detention Log so the phase supervisor has oversight, and are communicated to parents by the phase supervisor.
- Where a student has an identified need affecting their capacity to sit still, to process the conversation or to remain after school, the format is adjusted in consultation with the inclusion team.
- A detention that clashes with an examination, a medical appointment or a religious obligation is rescheduled, not enforced.

Attendance at detention

- Students are expected to take responsibility for attending detentions, and the school will also remind them — responsibility is shared, not transferred.
- A student arriving more than five minutes late is deemed to have missed the detention, and the next level consequence applies.
- Poor behavior during a detention may result in the detention being re-set.
- A missed detention is referred to this policy for the next level consequence. Where a student is absent from school, the detention is rescheduled to the next school day and is not escalated.

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- Where a student misses detentions repeatedly, the response is a conversation about why — transport, caring responsibilities, part-time work, anxiety — before any further escalation.

5.7 Behavior Report

Where a pattern persists despite consistent application of the classroom steps, the student is placed on a Behavior Report. This normally follows the third Incident Form within a term, or the –40 threshold. The phase supervisor informs the parent of the report and of the targets the student is working towards. A Behavior Report is a support tool, not a sanction, and the student should understand it that way.

Report type	When it is used and how it operates
Subject Report (yellow)	For students showing behavior of concern in one subject with one teacher, despite consistent application of the classroom system. The subject teacher writes the report with the social worker, completes it after each session, and reviews it weekly with the social worker, who emails a copy to parents.
All Subjects Report (orange)	For students showing behavior of concern across different subjects. The social worker writes the report and every teacher completes it after their session. At the end of the week the social worker reviews it and shares a copy with parents.

- Reports run for a defined period — normally two weeks — with a review meeting at the end. An open-ended report is not used.
- Each report carries no more than three targets, phrased as what the student will do rather than what they will stop.
- The student helps to set the targets and is told clearly what success looks like.
- Where the report shows improvement, this is celebrated and the report is stepped down.
- A report is never used as a public marker. Teachers complete it discreetly.

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5.8 Restorative justice

Restorative justice restores relationships where there have been problems. It gives both sides the opportunity to explain what happened and to work towards a solution. Where there has been an issue, those involved meet with a mediator who is not connected to the incident, in a neutral space. The mediator keeps the conversation calm and civil and helps those involved move forward.

The mediator asks the five restorative questions set out in Section 2.3. These are designed so that each side hears the situation from the other, and so that both consider the impact on other students and on learning. Coming up with the solution together encourages both parties to take responsibility for their actions.

Restorative justice works particularly well where there has been a repeated difficulty between a student and a member of staff, giving both the chance to air differences, understand how the other feels and move on positively. It also works well where students have fallen out, allowing them to see the impact of their actions, apologize where appropriate, and put the matter behind them.

Reflection on actions allows the individual to consider for themselves why the behavior was inappropriate and how it affected others. Students are generally asked to record their reasons for the behavior and what alternatives were available.

When restorative justice is not used

A restorative meeting is never held where one student has harmed another and the harmed student does not freely wish to take part, where there is a significant power imbalance, or where the matter involves bullying, sexual harassment or harmful sexual behavior. In those cases the response follows Sections 6.1 and 6.2, and any restorative element is decided by the DSL, separately and later.

A student who has been harmed is never asked to make concessions, never asked to understand the perspective of the person who harmed them as a condition of resolution, and never placed in a room with them without their consent.

5.9 The Restore program and the Behavior Support Plan

The Restore program helps a student stop and reflect where their behavior is regularly out of line with ASCS expectations. A student may be recommended by their phase supervisor, homeroom teacher or Head of Section following concerns about accumulating demerits. It follows five stages:

Stage	What happens
Reflect	On previous incidents where behavior was not at the level expected, and on why they may have occurred.
Express	The student is given the opportunity to express how they feel and what they believe led to this position. This takes place at a meeting with parents, the Head of Section and the social worker. The inclusion team is involved on a needs basis.
Set targets	With the social worker and parents, the student sets two SMART targets, recorded on the Behavior Support Plan. Four weekly meetings with the social worker are scheduled to review and work on the plan.
Reflect	At the end of the program the social worker reviews the plan, gathers feedback from teaching staff and determines whether the targets have been achieved. A follow-up meeting with the student, social worker and parents is held.
Evaluate	The social worker and Head of Section decide whether the program is successfully completed or requires a further four weeks. An extension involves updating the plan with new targets. The decision and the reasoning are recorded on the plan itself.

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Where Restore does not succeed

If, after a second four-week cycle, there has been no improvement, the Principal is informed and convenes a full provision review with the Head of Section, the Head of Inclusion, the DSL, the social worker and the parents. That review considers whether the school has correctly understood the function of the behavior, whether the right adjustments and provision are in place, whether external assessment is needed, and what would need to change for the student to succeed here. It is a review of the school's provision as much as of the student's conduct, and it produces a written plan with named owners and a review date.

The Behavior Support Plan

The Behavior Support Plan (Appendix G) replaces the former Behavior Action Plan. It is a written, function-based plan authored by the social worker with the homeroom teacher, the inclusion team, the parents and the student. It is mandatory at Level 5, at the -60 threshold, and on entry to the Restore program. Every plan sets out:

- A baseline: what is happening now, how often, where, in which lessons and with whom;
- A working hypothesis of the function of the behavior — what the student is seeking or avoiding;
- Antecedent strategies: what adults change in the environment so the behavior is less likely to be needed;
- Teaching strategies: the specific skill the student is being taught, and by whom;
- Response strategies: what every adult does when the behavior occurs, including a de-escalation script;
- Two or three measurable objectives with mastery criteria and dates;
- The student's own view, recorded in their words;
- A named review date, and signatures from the parent, the student, the teacher, the social worker and the Head of Inclusion.

Where a student has an Individual Education Plan, behavior targets are integrated into the IEP rather than run as a separate plan.

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5.10 Suspension

Suspension is a serious step, used only where a student's presence presents a risk to the safety or education of others, or where the seriousness of a single incident makes it a proportionate response. It is a last resort and is always accompanied by a plan for reintegration.

Due process

- Only the Principal, or the Head of Section acting on the Principal's authority, may suspend a student. No other member of staff may do so.
- Before a decision is taken, the student is given the opportunity to give their account, supported by an adult they trust, and any witness statements are collected.
- The student is told clearly what they are alleged to have done, and is not asked to respond to an allegation they have not heard.
- Parents are informed by telephone on the day of the decision and receive written confirmation setting out the reason, the length, the date of return, the reintegration arrangements, and the route of appeal.
- Work is provided for the duration of any suspension, and the student's right to education is maintained. Where a suspension coincides with an internal or external assessment, alternative arrangements are made so the student is not academically penalized twice.
- The Head of Inclusion is consulted before any student of determination is suspended, and must co-sign the decision.
- The DSL is informed of every suspension so that welfare considerations are assessed, including whether the student is safe at home during the school day.
- A reintegration meeting is held with the student and parents before the student returns to class. The meeting is restorative in tone and results in a written agreement of the support in place.
- All suspensions are recorded centrally, reported to KHDA where required by regulation, and reviewed at the half-semesterly behavior data review.

Type	Description
Internal reflection provision	The student remains on site in a supervised setting, completes the full curriculum for the day, and takes part in restorative work. Break and lunch are taken separately but are not withdrawn. Normally one day; exceptionally two.
External suspension	The student remains at home for a defined number of school days. Used only for Level 5 behavior or where risk cannot otherwise be managed. Applied in accordance with KHDA regulation, which governs both the permitted length and the notification requirements.

Progressive stage letters accompany repeated Level 5 behavior. A Stage 1 letter follows a first offense; Stage 2, 3 and 4 letters follow repetition and remain part of the student's permanent file, with escalating suspension lengths determined case by case and within KHDA limits. At Stage 4 and beyond, the school notifies KHDA and convenes a full review of the school's provision for that student.

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5.11 Permanent exclusion and re-enrolment

An important limit on the school's authority

After a graduated response has been applied in full, reasonable adjustments have been made, with parents involvement throughout, the school will contemplate permanent exclusion where a behavior is affecting the learning of the other students in the classroom and impacting student wellbeing and/or safety. ASCS will follow regulatory authority guidelines when seeking permanent exclusion and/or blocking re-enrollment.

Particular care is taken where a student is in an examination year. Where a placement cannot continue, the school works with the family and KHDA to identify a more suitable setting and to protect the student's examination entries and academic record. This is a placement decision made in the student's interest, not a disciplinary sanction, and is handled with dignity for the family.

5.12 Appeals and complaints

A student, or a parent on their behalf, who disagrees with a decision made under this policy may:

1. Raise the matter with the phase supervisor within five school days, who will respond within three school days;
2. If unresolved, escalate to the Head of Section, who will respond in writing within five school days;
3. If still unresolved, request a review by the Principal, whose decision concludes the school's internal process;
4. Where the matter remains unresolved, refer to the ASCS Complaints Policy, which sets out the onward route to KHDA.

Students in Grades 6 to 12 may raise an appeal themselves, and are told this at the point a consequence is applied. A student is not disadvantaged, and the relationship with the family is not affected, because an appeal has been made. Where an appeal identifies that a consequence was applied incorrectly, the record is amended and the correction is communicated to the family and the student.

6. Specific Behaviors and Situations

6.1 Bullying, including cyberbullying

ASCS is an anti-bullying school. Bullying is behavior by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally, and that involves an imbalance of power. A single serious incident may also be treated as bullying where its effect on the student is comparable.

Form	Examples in Middle and High School
Physical	Hitting, pushing, tripping, taking or damaging belongings, intimidating physical proximity.
Verbal	Name-calling, mocking, threats, persistent comments about appearance, ability, accent, language, religion or family.
Social or relational	Deliberate exclusion, spreading rumors, turning a friendship group against someone, ranking or rating peers, public humiliation framed as a joke.
Prejudice-based	Behavior targeting nationality, language, religion, gender, appearance, additional need, or perceived identity.
Cyberbullying	Hurtful messages, exclusion from group chats, sharing images or screenshots to humiliate, impersonation or fake accounts, pile-ons, use of gaming platforms to target a peer, anonymous messaging apps.

Reporting

Students can report bullying to any adult in the school, to their homeroom teacher, through the school's reporting route, or to a Student Safeguarding Champion. Parents may report directly to the homeroom teacher, phase supervisor or Head of Section. Every report is taken seriously, is recorded, and receives a response — no report is dismissed as banter or as students falling out without being looked into.

Response protocol

1. The adult receiving the report records it the same day and informs the phase supervisor.
2. The student who has been harmed is spoken with first, separately, and asked what they need. Their voice is recorded on the Incident Form.
3. Accounts are gathered from all students involved and from witnesses, using the Witness Statement Form and the Interview Record.
4. The phase supervisor and Head of Section determine whether the threshold for bullying is met, and record the outcome either way.
5. Both students receive support: the student who was harmed receives a named adult and an agreed check-in schedule; the student who caused harm receives restorative work and, where a pattern exists, a Behavior Support Plan.
6. Parents of all students involved are informed on the day.
7. The situation is reviewed at two weeks and at six weeks to confirm the behavior has stopped. Closure is confirmed with the student who was harmed, not assumed.
8. Where the bullying has an online dimension, Section 6.5 also applies, including the legal position under UAE law.

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9. Prejudice-based and discriminatory incidents are recorded separately and reported to the Principal and DSL, whatever the outcome.

This section should be read alongside the ASCS Anti-Bullying Policy, which sets out the full framework, including preventative curriculum work and the annual student survey.

6.2 Child-on-child harmful behavior and sexual harassment

Behavior between students which causes physical or emotional harm — including physical assault, initiation or hazing behavior, coercion, sexual harassment and harmful sexual behavior — is a safeguarding matter as well as a behavior matter. Middle and High School is the phase in which this behavior is most likely to occur and most likely to go unreported.

What is covered

- Sexualized comments, jokes, name-calling or rumors, including those framed as humor;
- Unwanted physical contact of a sexual nature, however brief;
- Sharing, requesting or threatening to share intimate images, including images of oneself or of a peer;
- Upskirting, or photographing or recording any person without their consent;
- Coercion or pressure of any kind in relation to a relationship or sexual activity;
- Initiation, hazing or humiliation rituals attached to teams, groups or year transitions.

How the school responds

- Any behavior of a sexual nature between students is referred to the DSL immediately and is never handled through the behavior policy alone.
- Staff do not dismiss such behavior as banter, harmless flirtation or a normal part of growing up. That framing is the single most common reason such behavior escalates.
- Staff do not investigate beyond establishing that a referral is needed, and do not ask a student to repeat an account more than once.
- Staff never view, copy, forward or store an intimate image, even to establish what happened, and never ask a student to show them one. The DSL determines how the matter is handled and whether it must be reported to external authorities.
- The DSL determines the response, including whether external agencies must be involved, and records the decision and the reasoning.
- Support is provided to the student who was harmed and, separately, to the student who caused harm. Both are children.
- Confidentiality is maintained: the details of the response to one student are not shared with another family.
- The school addresses the culture as well as the incident — where a report indicates a wider pattern in a year group, curriculum and assembly work follows.

6.3 Racist, discriminatory and prejudice-based incidents

Any incident perceived by the person who experienced it, or by any other person, to be motivated by prejudice or hostility towards a characteristic such as nationality, ethnicity, religion, language, gender or additional need is recorded as a prejudice-based incident. It is recorded whether or not the student intended harm, and whether or not a sanction follows.

- Recorded on Edunation and reported to the Principal and the DSL;

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- Addressed with the student in terms of impact and education, not only in terms of rule-breaking;
- Followed by targeted curriculum work with the class or year group where appropriate;
- Reported in aggregate to the leadership team each term as part of the behavior data review.

6.4 Academic integrity and examination malpractice

Academic integrity matters more in Middle and High School than at any earlier stage, because the work students produce now carries forward into transcripts, external qualifications and university applications. A student who reaches Grade 12 without having learned where the line falls has been failed by the school, not only by themselves.

Breach	What it means
Plagiarism	Presenting the words, ideas, data, code or images of another person as your own, whether or not deliberately, including inadequate citation.
Collusion	Working together on an assessment intended to be completed individually, or allowing another student to copy your work.
Contract cheating	Submitting work produced by another person, whether a peer, a tutor, a family member or a purchased service.
Unauthorized use of generative AI	Submitting AI-generated content as your own work, or using AI beyond what the task permits. Where AI use is permitted, it must be disclosed and cited as required by the ASCS Artificial Intelligence Acceptable Use Policy.
Falsification	Fabricating data, sources, results or references; altering marked work; altering school records or assessments.
Examination malpractice	Any breach of examination regulations, including unauthorized materials or devices in an examination room, communication during an examination, or removing examination materials.

How breaches are handled

- Teachers set out at the start of each task what collaboration and what AI use, if any, is permitted. Where this has not been made clear, a first breach is treated as a teaching matter rather than a disciplinary one.
- A suspected breach is raised first with the student, who is given the opportunity to explain, before any conclusion is reached. Software flags are evidence to be weighed, not proof.
- A first breach in a formative task is normally addressed by the subject teacher: the work is redone, the skill is taught, and the incident is recorded on Edunation but does not carry a demerit.
- A breach in a summative or reported assessment is a Level 4 matter. The Head of Section determines the academic outcome, which may include marking only the student's own work, and parents are informed.
- Malpractice in an external examination is a Level 5 matter. It is reported to the awarding body under their regulations, and the awarding body — not the school — determines the academic consequence.

6.5 Online conduct and social media

Online conduct in the UAE carries legal consequences

Under UAE Federal Decree-Law No. 34 of 2021, conduct that students may regard as ordinary online behavior — photographing or recording another person without consent, sharing another person’s images, posting insulting or defamatory content, threatening messages, or impersonating another person — can constitute a criminal offense in the UAE, with penalties that fall on the individual and, where a minor is involved, on their family.

ASCS teaches this explicitly rather than assuming students know it. Where an incident may fall within this law, the school informs parents of the seriousness of the position and takes advice before deciding how to proceed.

- Online conduct outside school hours falls within this policy where it affects the safety, dignity, learning or reputation of a member of the ASCS community.
- The school’s role in such cases is primarily educative and protective. Working with families is the first response; sanction is not always the right one.
- Students are encouraged to report online harm to a trusted adult early, and are told they will not be sanctioned for having been in a group chat where harm occurred if they report it.
- Staff never view, copy, forward or store harmful or intimate content. Reports go to the DSL, who decides how evidence is handled.
- Where content targets a member of staff, the same process applies, and the member of staff is supported through it.
- The school does not monitor students’ personal social media, except under the searching provisions in Section 6.8 and with the authorization set out there.

6.6 Vaping, tobacco and substances — a health-led response

Possession or use of vaping products, tobacco, alcohol or controlled substances on school property, on school transport or at ASCS events is a Level 5 behavior and is recorded as such. It is also, always, a safeguarding and health matter, and the two responses run together.

- The DSL is informed in every case and a safeguarding record is opened.
- The school establishes how the student obtained the substance. At this age, supply is frequently the more serious concern and may indicate exploitation.
- The student is offered a confidential conversation with the school counselor or social worker about dependence, and the offer is not conditional on the disciplinary outcome.
- Incident is recorded in log maintained for KHDA for vaping cases in the school whether it is possession of a device or use.
- Parents are informed on the day, and the conversation with them is framed around health and risk as well as conduct.
- A purely punitive response to nicotine dependence does not work. Where a student is dependent, a support plan is agreed alongside any sanction, with a named adult and a review date.
- Supply or distribution to other students is treated more seriously than personal possession, and is escalated to the Principal immediately.

6.7 Physical intervention and positive handling

Corporal punishment is prohibited absolutely

No member of staff may strike, shake, push, pinch, or use any physical action intended to cause pain, discomfort or humiliation, in any circumstances. This is prohibited under UAE Federal Law No. 3 of 2016 and is a matter for immediate disciplinary and safeguarding action.

Reasonable physical intervention may be used only where it is necessary to prevent a student from injuring themselves or others, from causing serious damage to property, or from leaving the school site unsafely. It is used as a last resort, for the shortest possible time, and with the minimum force necessary. With this age group, the safest course in a fight is almost always to clear the area, summon help and use voice rather than to intervene physically between two students.

- Only staff who have received training in positive handling may use physical intervention, except in a genuine emergency where no trained adult is present.
- De-escalation must always be attempted first, and the attempt recorded.
- A second adult should be present or summoned wherever possible.
- Intervention stops as soon as the risk has passed.
- Every instance is recorded on the Physical Intervention Record the same day, reported to the Head of Section and the DSL, and communicated to parents on the day.
- The student is checked for injury, given time to recover with a trusted adult, and offered a restorative conversation once regulated.
- Where a student is known to present risk, an individual positive handling plan is agreed with parents in advance and forms part of the Behavior Support Plan.
- Seclusion — leaving a student alone in a locked or blocked room — is never used.

6.8 Searching, screening and confiscation

Staff have the authority to seize any item that is harmful, disruptive or dangerous. Confiscated items are held at with the Head of Section for collection by a parent or guardian, except illegal items, which are disposed of through the appropriate channels. Perishable items are discarded.

Searching a student's possessions or person

- A search is only conducted where there are reasonable grounds to believe a prohibited or illegal item is present, or as part of an investigation into a serious incident.
- The search is authorized by the Head of Section or the Principal. No search takes place on the initiative of an individual member of staff.
- The student's cooperation is sought first, and the reason is explained to them. The student is told they may have a support adult present.
- Two members of staff are present at all times, in a private office, one conducting the search and one acting as witness. At least one is of the same gender as the student.
- A search may cover bags, desks, lockers, outer pockets and shoes. Removal of any clothing other than outer garments is never permitted under any circumstances.
- Where content on a device is central to a serious allegation, the matter is referred to the DSL, who decides how to proceed.
- Parents or guardians are notified on the same day, regardless of the outcome, and told what was searched and what was found.
- A written record is made of every search: the grounds, the authorization, who was present, what was searched, what was found, and the outcome. The record is retained on the student file and reviewed by the DSL.
- Where a search relates to a suspected weapon, substance or safeguarding concern, the DSL is involved before the search takes place wherever this is possible without increasing risk.

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6.9 Prohibited and illegal items

Banned items — confiscation and proportionate consequence	Illegal or dangerous items — immediate escalation
▪ Chewing gum ▪ Energy drinks and carbonated or caffeinated drinks ▪ Sharp objects, including metal combs ▪ Stink bombs and water bombs ▪ Lighters and matches ▪ Food ordered to the school premises ▪ Items brought for sale or trade on the school site	▪ Weapons, or any object that could cause serious harm ▪ Toy weapons, including guns, swords and knives ▪ Smoking and vaping materials of any kind, including devices, pods and liquids ▪ Alcohol ▪ Controlled or illegal substances, and prescription medication not registered with the school nurse ▪ Fireworks and firecrackers ▪ Art or design-technology sharp materials, unless pre-approved and correctly stored

Possession of any item in the right-hand column is recorded as a Level 5 behavior, referred to the DSL and recorded on the safeguarding portal, and may lead to serious disciplinary action involving KHDA.

6.10 Devices and mobile phones

Students do not use mobile phones during the school day. Where a student needs a phone to contact family after school, it is handed to the phase supervisor on arrival and collected after dismissal.

Situation	Response
Phone not handed in	Level 2. The phone is handed in, a demerit is issued, and parents are notified.
Phone or headphones used during the school day, first instance	Level 3. Confiscated, returned at the end of the day, parents notified.
Second instance	Level 4. Confiscated and returned only when a parent attends school to meet the Head of Section and signs an undertaking.
Further instances	Confiscation and application of the graduated response for repeated behavior, with a conversation about what is driving the need to be on the device.
Device used to cause harm	Handled under Sections 6.1, 6.2 and 6.5, not as a technology matter. Level determined by the harm caused, not by the fact a device was involved.

iPads and school devices

Devices are used only when requested by the teacher and are stored in the designated device box when not in use. Devices are not used at break time. Students in Grades 1-9 must use only the school issued device. Grade 10-12 may use a MacBook which must be configured in the school's MDM.

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6.11 Behavior on school transport

Bus drivers and bus supervisors are members of the school community and report behavior concerns to the phase supervisor using the same forms as classroom staff. Students are expected to remain seated and belted, to follow the supervisor's instructions, and to treat the vehicle and everyone in it with respect. A first instance of disruptive behavior is a Level 2 matter and a second is Level 3. Behavior presenting a safety risk on a moving vehicle is escalated immediately to the Head of Section. Removal of transport privileges can be taken in relation to Bus Policy.

6.12 Off-site, trips and work experience

On educational visits, fixtures and work experience placements, the Code of Conduct applies in full and students are ambassadors for the school. Before every visit, expectations are re-taught, the group is briefed on what to do if separated, and any student with an individual plan has that plan travel with them. Where behavior on a visit presents a safety risk, the trip leader may require a student to remain with a designated adult for the remainder of the visit; students are not sent home from a visit except where the Principal authorizes it and safe transport is arranged. On residential visits, additional rules on curfew, room allocation and supervision are issued in advance and signed by students and parents.

6.13 Attendance, truancy and missing students

Attendance is governed by the Attendance Policy. This policy addresses the behavior dimension only.

- A student marked present in school who fails to attend a lesson is treated first as a missing student, not as a disciplinary matter. The phase supervisor and Behavior Support Service locate the student immediately and the DSL is informed.
- Only once the student is located and safe is the conduct considered under this policy.
- A student who leaves the premises without permission is a safeguarding matter. Parents are contacted immediately and the incident is recorded on the safeguarding platform as well as on Edunation.
- Persistent lesson absence is a signal, not simply defiance. The response includes a conversation about what the student is avoiding — a subject, a teacher, a peer, an assessment — before any escalation.

7. Inclusion and Adjusted Approaches

ASCS is committed to inclusive practice. Applying an identical consequence to every student regardless of need is not fairness — it is the appearance of fairness at the expense of the students who most need support. This section governs wherever it conflicts with any other part of this policy.

7.1 Behavior as communication

We treat behavior as communication of a need that is not being met, and stay alert to safeguarding concerns and to unmet needs. Where behavior changes suddenly, escalates, or does not respond to the usual approaches, the first question is what has changed for this student — not what consequence should follow.

Common functions of behavior in adolescence include protecting status among peers, escaping a task that feels impossible or exposing, seeking control where life feels unpredictable, managing anxiety about assessment, seeking sensory regulation, and communicating distress that the student cannot name. Identifying the function is what makes intervention effective.

7.2 Reasonable adjustments to the graduated response

Adjustment	When and how it is applied
Extended processing time	The student is given significantly longer to respond to an instruction before non-compliance is recorded. Silence is not defiance.
Deferred conversation	The restorative conversation happens once the student is regulated, which may be hours later, without the delay reducing its effect.
Private correction only	Correction is never delivered publicly for a student whose plan identifies this as a trigger.
Modified detention format	A walk-and-talk, a task-based session or a shorter split session replaces sitting in silence where that format is a barrier.
Adjusted thresholds	Where a behavior is a known feature of a student's presentation and is addressed in their plan, it is managed through the plan rather than accruing demerits.
Pre-agreed exit	The student has a card or signal allowing them to leave the room to a named safe space without needing permission each time.
Environmental change	Seating, noise, transitions, task design and assessment conditions are adjusted before the student is asked to change.
Adult consistency	A named key adult checks in at the start and end of each day or week.

7.3 Students of determination

- Where a student has an identified need, the school considers before applying any Level 2 or above consequence whether the behavior is a manifestation of that need.
- Where it is, the response is a review of provision and adjustment of the plan, not an escalating sanction. Where it is not, the ordinary graduated response applies with any adjustments already agreed.
- The Head of Inclusion co-signs any decision to suspend a student of determination and records the reasoning.
- Behavior targets sit within the Individual Education Plan and are reviewed on the IEP cycle.

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- Removal or reduction of specialist provision, learning support assistant time, counseling or therapeutic input is never used as a consequence.
- Repeated sanctions for the same behavior are treated as evidence that the provision is not working, and trigger a review rather than further escalation.
- Access to examination access arrangements is never withdrawn as a behavior sanction.

7.4 Referral and external assessment

Where consistent implementation of a Behavior Report, the Restore program and a Behavior Support Plan has not produced improvement, the student is referred to the Inclusion Department. At this point the school may request external assessment by an educational or clinical psychologist or another appropriate specialist. Specialist recommendations are incorporated into the plan and shared with all staff who work with the student.

7.5 Language learners and newly arrived students

Students in the early stages of English acquisition, and students newly arrived from a different school system, may appear non-compliant when they have not understood the instruction or the norm. Before any consequence is applied, staff check comprehension. Newly arrived students are given a settling-in period during which routines are explicitly taught, a buddy is assigned, and expectations are communicated to the family in a language they can access. Students arriving from systems with very different norms around teacher authority, questioning and gender interaction are supported to understand ASCS expectations rather than sanctioned for not yet knowing them.

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8. Working with Parents and Students

8.1 Communication protocol

Level	Who contacts home	How and when
Level 0–1	Class or homeroom teacher	Education message on the day. No formal meeting required.
Level 2	Phase supervisor	Parent Acknowledgment Form emailed, followed by a phone call on the day.
Level 3	Phase supervisor	Warning Form emailed, followed by a phone call the same day. Head of Section signs.
Level 4	Head of Section	Phone call on the day and a face-to-face meeting with the Parent Interview Summary completed and signed.
Level 5	Head of Section and Principal	Phone call on the day, formal meeting, written confirmation of outcome and appeal route.

Positive contact home is expected to outnumber corrective contact. Every student on a Behavior Report should receive at least one positive contact home each week of that report.

8.2 Talking to the student, not only about them

Middle and High School students are old enough to be participants in decisions about their own conduct rather than the subject of them. At every formal stage:

- The student is told what they are alleged to have done before being asked to respond;
- The student may have a support adult of their choosing present at any formal meeting;
- The student is invited into the parent meeting for at least part of it, unless there is a specific reason not to, and that reason is recorded;
- The student's own view is recorded on the form in their words;
- The student is told the outcome directly, by the person who decided it, and told how to appeal.

8.3 Formal meetings and record-keeping

The Parent Interview Summary Form (Appendix E) is completed at every formal meeting with parents. It records who attended, the reason for the meeting, what was discussed, the actions agreed, who is responsible for each action, and the review date. Parents and students receive a copy and the original is placed on the student's school file with a copy in the electronic behavior file. Parents are entitled to record their own view on the form, including where they disagree with the school's account.

9. Recording, Monitoring and Review

9.1 Recording

- All Level 2 to 5 behaviors are recorded on Education on the day they occur, with a factual description, the level applied and the action taken.
- Incident Forms, Witness Statements, Interview Records, Parent Acknowledgment Forms and Parent Interview Summaries are held in the student electronic behavior file by the phase supervisor, with originals on the student's school file.
- Any incident with a safeguarding dimension is recorded on the school's safeguarding reporting platform, not on Education, and is visible only to the DSL and deputies.
- Records are factual and objective. They describe what was seen and heard, not what the adult assumed about motive.
- Academic integrity outcomes are recorded separately from behavior records, and are not disclosed in references beyond what the school is required to disclose.

9.2 Confidentiality and retention

Behavior records contain personal data and are handled accordingly. Access is limited to staff with a professional need. Details of one student's behavior or consequence are never disclosed to another family, including where both students were involved in the same incident. Records are retained in line with the school's records retention schedule and securely disposed of at the end of that period. Parents, and students aged 18 or over, may request access to the student's behavior record.

9.3 Behavior data review

The Head of Section convenes a termly behavior data review with the phase supervisors, the social worker, the Head of Inclusion and the DSL. The review examines:

Analysis	Question it answers
Volume and trend by level	Is behavior improving, and where is it concentrated?
Distribution by grade, class, subject and time of day	Are incidents concentrated in particular classes, subjects, lessons or transitions? What does that say about provision rather than about students?
Distribution by student group	Are students of determination, language learners, or any other group over-represented in sanctions? If so, why, and what changes?
Distribution by staff member	Are demerits and detentions being issued very unevenly between colleagues? Where they are, what coaching is needed?
Repeat students	Which students have received three or more forms this term, and does each have a live plan?
Recognition ratio	What is the ratio of merits to demerits, overall, by class and by grade?
Bullying, prejudice-based and sexual harassment reports	What is the volume, the resolution rate, and the confirmed-closure rate? Is reporting rising because incidence is rising, or because confidence in reporting is rising?

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Academic integrity referrals	Where are breaches concentrated, and does that indicate a task design or workload issue?
Detentions, suspensions and physical interventions	How many, for whom, and what has changed as a result?

Findings are reported to the senior leadership team and feed the Whole School Improvement Plan. Where disproportionality is identified, an action is recorded with a named owner and a review date.

9.4 Staff training

All staff, teaching and non-teaching, receive training on this policy during induction and annually thereafter. Training covers the Behavior Blueprint and scripts, de-escalation with adolescents, restorative practice, the inclusion adjustments in Section 7, academic integrity including AI, and the safeguarding interface with particular attention to child-on-child harm and sexual harassment. A cohort of staff is trained in positive handling and refreshed annually. New staff joining mid-year are trained before taking sole responsibility for a class.

9.5 Student voice

Students are consulted on this policy annually through homeroom discussion, the student wellbeing survey and the student committee structure. Students are asked whether they feel safe, whether they think the rules are applied fairly and consistently between teachers, whether they know how to report harm, and whether they believe reports are acted on. Findings are reported alongside the behavior data review, and changes made as a result are communicated back to students so they see that their views carried weight.

9.6 Policy review

This policy is reviewed annually by the Head of Section and approved by the Principal, or earlier where regulation, inspection findings or the behavior data review indicate that change is required. The review draws on behavior data, student and parent survey findings, and staff feedback, and is aligned with the Elementary Positive Behavior Policy so that families with children in both phases experience a coherent approach.

10. Understanding Adolescent Behavior

Behavior communicates a need. Where concerns arise about a student's welfare, they are referred to the Designated Safeguarding Lead and considered alongside any behavioral response. The factors below help staff look past the behavior to what is driving it.

10.1 In-school factors

Source	Factors
The environment	▪ Crowded corridors and pinch points at transition ▪ Poorly supervised spaces where incidents concentrate ▪ Disorganized or inconsistent classroom practice between teachers ▪ Assessment periods and results days ▪ Timing — the lesson before lunch and the last lesson of the day carry predictable risk
The student	Status among peers — Adolescents are acutely sensitive to standing in the group. A student will accept a significant sanction rather than lose face publicly. Correct privately and you remove the incentive to resist. Boredom and mismatch — Work that is too hard, too easy or without visible purpose produces disengagement. Plan for genuine challenge and make the purpose explicit. Boundary testing — Testing limits is developmentally normal and is how young people learn where limits are. Hold the boundary calmly and it does its work. Anxiety and avoidance — Refusal, lateness and lesson absence frequently mask anxiety about a subject, an assessment or a social situation rather than indifference. Sleep and workload — Chronic tiredness in this age group is common and presents as irritability, lateness and poor self-regulation. Additional needs — Some students have limited impulse control or process social information differently. Consult the inclusion team and, where appropriate, specialists. Identity and belonging — Students working out who they are may test different presentations. Curiosity from adults works better than correction.
The adult	▪ Work poorly matched to the learner, causing frustration or boredom ▪ Limited knowledge of the individual student ▪ Little teacher–student dialogue, weakening the relationship ▪ Inconsistency between colleagues, which students read as unfairness ▪ Public correction, sarcasm, or engaging in a contest of wills in front of an audience ▪ Inadequate follow-up, or expectations the student cannot yet meet ▪ Repeated reference to past incidents once a matter is closed ▪ Lack of clarity when explaining expectations or content

10.2 Out-of-school factors

Factors beyond school shape how a student arrives each morning. These include family separation, bereavement, family illness, caring responsibilities, moving home or country, changes in a caregiver's circumstances, friendship difficulties beyond school, online life and gaming, part-time work, pressure around university applications, and financial strain at home.

Staff hold this context with care and confidentiality. It explains behavior; it does not excuse harm, and it is never referred to in front of the student's peers. Where a factor suggests a student may be at risk, refer to the DSL.

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10.3 Managing a difficult moment

Do	Remember
▪ Stay calm and lower your voice ▪ Use neutral language, and use little of it ▪ Stand still and stand alongside, not in front ▪ Avoid invading personal space; never block an exit ▪ Avoid prolonged eye contact ▪ State the expectation clearly, once ▪ State what will happen next ▪ Remove the audience where you can ▪ Offer a way out that lets the student comply without losing face ▪ Give take-up time and walk away ▪ Summon a colleague early rather than late	The aim is de-escalation, not winning. There is nothing to win. All behavior is communication. Habitual behavior serves a purpose, and more appropriate behavior can be taught. How adults respond is central to achieving the behavior we want. Withdrawal models a non-violent response, gives cooling-off and reflection time, and protects the rights of everyone in the room. A consequence delivered ten minutes later, calmly, carries more weight than one shouted in the moment. Consistency across all adults matters more than the strength of any one adult's response. Two messages every student should hear from you: "I want you to succeed in my class," and "You are responsible for your own behavior — and I will help you."

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Appendices

Ref	Form	Who completes it, and when
A	Incident Form	The member of staff who dealt with the incident, on the day. Required at Level 2 and above.
B	Witness Statement Form	Any student or adult who witnessed the incident. Attached to Appendix A.
C	Interview Record	The interviewer, during any formal interview. Support-adult provision applies.
D	Parent Acknowledgment Form	The phase supervisor, signed by the Head of Section. Required at Level 2 and above.
E	Parent Interview Summary Form	The chair of any formal parent meeting, during the meeting.
F	Behavior Report	The subject teacher or social worker, each session, for the duration of the report.
G	Behavior Support Plan	The social worker with the teacher, inclusion team, parents and student.
H	Detention Log	The member of staff setting the detention, on the day.
I	Physical Intervention Record	The member of staff involved, on the day of the incident.
J	RWD Classroom Whiteboard Chart	Displayed in every classroom. No completion required.
K	Glossary and linked policies	Reference — no completion required.

All appendix forms are also issued as separate editable documents for day-to-day use.

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Appendix A: Incident Form

Completed by the member of staff who dealt with the incident, on the day it occurred. Submit to the phase supervisor before the end of the school day.

Section 1 — Incident details

Date of form		Reporting staff		Role	
Student name		Grade / section		Homeroom teacher	
Date of incident		Time / lesson		Location	
Behavior level applied	☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 <i>Level 4 and above is confirmed by the Head of Section.</i>		Demerit points		☐ Logged on Education
Which form is this for this student this term?	☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th <i>At the 3rd form in a term, notify the Head of Inclusion and consider a Behavior Report.</i>				
Other students involved					
Witnesses (attach Witness Statement Forms)					

Section 2 — Staff account of the incident

Record only what you saw and heard. Describe the behavior, not your interpretation of the student's motive. Include what happened immediately before, and what you did in response.

Section 3 — The student's account

What happened, from your point of view?	Who has been affected, and how?	What needs to happen to put this right?

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<i>The student must be given the opportunity to give their account before a consequence is confirmed. Record their words, not a summary. Note here if the student declined to respond, and whether a support adult was present.</i>		
☐ Student was told what they were alleged to have done before being asked to respond		
☐ Student was offered a support adult Support adult present: _____		

Section 4 — The voice of the student who was harmed (complete where another student was affected)

What happened for you, and what has been hardest?	What do you need to happen to feel alright again?
Named adult for check-in	
Check-in dates agreed, and 2-week / 6-week review dates	

Section 5 — Response (check all that apply)

☐ Education message to parent with demerit points issued	☐ Phone call to parent (record date and time below)	☐ Detention 1 — 10 minutes with the teacher	☐ Detention 2 — 15 minutes at break
☐ Detention 3 — 30 minutes after school (24 hours' notice, transport confirmed)	☐ Detention 4 — 60 minutes after school on a designated day	☐ Parent Acknowledgment Form issued by supervisor	☐ Warning Form issued by supervisor
☐ Parent meeting with Head of Section (Parent Interview Summary completed)	☐ Behavior Report opened — targets agreed with the student	☐ Referral to the Restore program	☐ Behavior Support Plan opened or reviewed
☐ Internal reflection provision (Head of Section authorization)	☐ External suspension (Principal authorization only)	☐ Academic integrity referral (see Section 6.4)	☐ Other — specify below (supervisor and Head of Section approval)
Parent contacted — date		Time and method	
If "Other", specify			

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Section 6 — Restorative work to repair the relationship

☐ Restorative conversation held before the next lesson	☐ Mediated restorative meeting (trained mediator, both parties consenting)	☐ Talking Corner conversation	☐ Written reflection
☐ Behavior contract session	☐ Counseling referral to the social worker	☐ Class or year group curriculum work	☐ Peer mentoring arrangement

A mediated restorative meeting is not used where there is a power imbalance, or where the matter involves bullying, sexual harassment or harmful sexual behavior. In those cases the DSL decides whether and when any restorative element takes place.

Section 7 — Safeguarding and inclusion checks (mandatory)

Does this incident raise any safeguarding concern?	☐ No ☐ Yes — referred to the DSL on the safeguarding platform, date: _____ <i>Where yes, stop the disciplinary process here and hand to the DSL. Safeguarding takes precedence over discipline. This includes anything of a sexual nature between students, any substance or vaping matter, any weapon, any missing student, and any intimate image.</i>
Does the student have an IEP, Behavior Support Plan or identified need?	☐ No ☐ Yes — plan consulted before the consequence was applied ☐ Not known — checked with inclusion team
Were the agreed adjustments in place at the time of the incident?	☐ Yes ☐ No — note what was missing: _____
Is this incident part of a pattern (bullying, targeting, or a repeated trigger)?	☐ No ☐ Yes — Section 6.1 applies; supervisor to open a bullying record
Does the incident have an online dimension?	☐ No ☐ Yes — Section 6.5 applies. Do not view, copy or store any content; refer to the DSL.

Section 8 — Sign-off and review

Staff signature		Date	
Phase supervisor signature		Date	
Head of Section signature (Level 4 and above)		Date	
Supervisor comment — level confirmed, who follows up, and by when			
Student informed of outcome and of the right to appeal	☐ Yes — by whom and when: _____		
Review date		Outcome at review	

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Appendix B: Witness Statement Form

Before you write

Write only what you saw or heard yourself. Do not write what someone else told you.

Write what happened in the order that it happened, and be as specific as you can about time and place.

If you are not sure about something, say that you are not sure. It is better than guessing.

It is fine if you did not see everything. Write only the part you did see.

You will not get into trouble for giving an honest account, and you will not be asked to repeat it in front of anyone involved.

Witness details

Witness name		Grade / role	
Date of statement		Time	
Date and time of the incident		Where it happened	
Written by witness or scribe?	☐ Witness ☐ Scribe	Scribe name and role	

What I saw and heard

Continue on a second sheet if needed, and number each sheet.

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Declaration	
I confirm that this statement is a true account of what I saw and heard. <i>Scribe declaration (where used): I confirm that I have recorded this statement in the witness's own words, that I have not led or prompted the witness, and that I have read it back to them.</i>	
Witness signature	
Scribe signature (if used)	
Received by (supervisor) and date	

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Appendix C: Interview Record

Before the interview begins

Tell the student what the interview is about and what they are alleged to have done, before asking them to respond.

Offer the student a support adult of their choosing. Record whether the offer was made and whether it was taken up.

Two adults are present for any interview concerning a Level 4 or 5 matter.

Tell the student that the conversation is private but not confidential: anything raising a safeguarding concern will be passed to the Designated Safeguarding Lead.

Do not ask a student to repeat an account of harm they have experienced more than once. If the matter is a safeguarding one, stop and refer to the DSL.

Interview details

Interviewee		Grade / role	
Interviewer		Second adult present	
Date		Start and end time	
Support adult offered?	☐ Yes, and accepted ☐ Yes, and declined ☐ Not offered — reason:		
Interviewee told what the matter concerns before responding?	☐ Yes	Related Incident Form reference	

Record of questions and answers

Question asked	Answer given — in the interviewee's own words

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Use open questions. Do not suggest answers, do not challenge the account during the interview, and do not indicate what other people have said.

Anything else the interviewee wishes to add

--

Outcome and next steps

Safeguarding concern arising?	☐ No ☐ Yes — referred to the DSL, date: _____
Support offered to the interviewee	
What happens next, and who will tell the interviewee	

Signatures

I confirm that this record has been read back to me and is an accurate account of what I said.

Interviewee name and signature		Date	
Support adult name and signature		Date	
Interviewer name and signature		Date	
Second adult name and signature		Date	

BEHAVIOR POLICY

Appendix D: Parent Acknowledgment Form

Completed by the phase supervisor, signed by the Head of Section, emailed to the parent and followed by a phone call on the same day.

Student and incident			
Student name		Grade / section	
Parent / guardian		Date of this form	
Date of incident		Behavior level	
Incident form reference		Issued by	

Dear Parent or Guardian,

This form notifies you that your son or daughter's behavior has fallen outside the ASCS Middle & High School Behavior Policy. We are writing so that you know what has happened, what we have done in response, what support we are putting in place, and how we would like to work with you.

Summary of the incident

The student's own account

Recorded in the student's words at the time of the incident.

Consequence applied, and the reason for it

BEHAVIOR POLICY

Support the school is putting in place

What we are asking of you at home

Parent or guardian response

I acknowledge that I have been informed of the incident described above and of the consequence applied. I have had the opportunity to give my view, and I understand what the school is putting in place and what is being asked of us at home.

I understand that my child is expected to comply with the ASCS Middle & High School Behavior Policy and the school's Code of Conduct.

Parent / guardian name		Signature and date	
Student name (Grade 9–12)		Signature and date	
Phase supervisor		Signature and date	
Head of Section		Signature and date	
Date emailed to parent		Date of follow-up phone call	

BEHAVIOR POLICY

Appendix E: Parent Interview Summary Form

Use this form for every formal meeting with parents. Complete it during the meeting, agree the actions before the meeting ends, and give the parents a copy before they leave.

Meeting details			
Student name		Grade / section	
Date of meeting		Time and location	
Meeting requested by		Interpreter required?	☐ No ☐ Yes — language:
Behavior level / threshold		Related incident form reference	

Present at the meeting		
Name	Role or relationship to the student	Signature

☐ The student attended for part or all of the meeting
☐ The student did not attend — reason recorded below

Middle and High School students should normally attend at least part of a meeting about their own conduct.

Purpose of the meeting

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Summary of what was discussed

Record the school's account factually. Record the support already in place, not only the behavior of concern.

The parents' view

The student's view

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Actions agreed

Action	Who is responsible	By when	Completed

Every meeting must produce at least one action for the school as well as any action for the family or the student.

Referrals and next steps

☐ Social worker / counseling	☐ Inclusion team / Head of Inclusion	☐ Designated Safeguarding Lead	☐ Behavior Report opened
☐ Restore program	☐ Behavior Support Plan opened or reviewed	☐ External assessment requested (parental consent obtained)	☐ No further referral required
Review meeting date		Who will contact the family, and when	
Appeal route explained to parents and student	☐ Yes — Section 5.12 of the policy		

Signatures

Parent / guardian		Date	
Parent / guardian		Date	
Student		Date	
School representative		Role and date	
School representative		Role and date	

BEHAVIOR POLICY

Appendix F: Behavior Report

Given to each session teacher throughout the week. Each teacher completes the block for their session with the relevant code and initials it. The completed report is handed to the Head of Section at the end of the week for review, and shared with parents and the social worker by email.

Report details			
Student name		Grade / section	
Week beginning		Week ending	
Report type	☐ Subject (yellow) ☐ All subjects (orange)	Week ____ of ____	
Written by		Review meeting date	

Targets for this report (maximum of three, agreed with the student)	
Target	What success looks like — written so the student understands it
1	
2	
3	

Targets are phrased as what the student will do, not what they will stop doing.

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Key: ● G = Goal met ● P = Partly met ● N = Not met today – A = Absent from session

Record the code and initial the block. Add a brief comment where the code is P or N. Complete the report discreetly — it is a support tool, not a public marker.

Session	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					
Session 6					
Session 7					
Session 8					
Daily comment					

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End-of-week review			
Goals met this week		Percentage of sessions with goal met	
What went well — to be shared with the student			
What we are changing next week			
Student's own comment			
Next step	☐ Continue report ☐ Step down report ☐ Close report ☐ Escalate to Restore / Behavior Support Plan		
Positive contact home made this week	☐ Yes — date and by whom: _____		
Head of Section signature		Date	
Social worker signature		Date shared with parents	

BEHAVIOR POLICY

Appendix G: Behavior Support Plan

Written by the social worker with the homeroom teacher, the inclusion team, the parents and the student. Mandatory at Level 5, at the –60 demerit threshold, and on entry to the Restore program.

Student and plan details			
Student name		Grade / section	
Date of birth		Homeroom teacher	
Plan author		Date plan starts	
Reason for referral		Existing IEP?	☐ No ☐ Yes — targets integrated
Restore program cycle	☐ First 4 weeks ☐ Extension ☐ Not on Restore	Review date	

Nationality is not recorded on this form. Behavior support planning is based on need, not on background.

1. Case background and student strengths

Begin with what the student does well and what motivates them. Then describe the history relevant to this plan.

2. Baseline — what is happening now

Behavior of concern (described observably)	How often	Which lessons, where and when it is most likely	Where and when it does not happen

"The times it does not happen" is the most useful column on this page. It tells you what is already working.

BEHAVIOR POLICY

3. Understanding the behavior

Triggers and antecedents	
What the behavior appears to achieve for the student (function)	☐ Status or standing among peers ☐ Escape or avoidance of a task ☐ Managing anxiety ☐ Sensory regulation ☐ Control or predictability ☐ Communication of distress ☐ Other
Strategies and adjustments already tried, and their effect	
The student's own view, in their words	
The parents' view and what works at home	

BEHAVIOR POLICY

4. The plan

Antecedent strategies — what adults change so the behavior is less likely

Teaching strategies — the skill being taught, by whom and how often

Response strategies — what every adult does when the behavior occurs

De-escalation script — the exact words to use

Safe space and exit arrangement

How this plan modifies the RWD chart, demerits or detention for this student

Positive handling plan required?

☐ No ☐ Yes — attached and agreed with parents in advance

How the student will be recognized when things go well

BEHAVIOR POLICY

5. Objectives and mastery criteria (SMART — two or three)

No.	Objective	Mastery criteria and how data will be collected	Dates
1			
2			
3			

Objectives are observable and measurable. "Will be better behaved" is not an objective; "Will arrive on time to all lessons on four days out of five" is.

6. Resources, support and generalization

Support or materials needed to carry out the plan	
Staff briefing — who needs to know, and when they will be briefed	
Weekly meetings with the social worker — dates	
What the family will do at home to reinforce the plan	
Plan for fading support as the student succeeds	

BEHAVIOR POLICY

External professionals involved (with parental consent)	

7. Review			
Review date	Progress against objectives	What changes now	Next review
Restore outcome	☐ Successfully completed review with the Principal ☐ Extended for a further 4 weeks ☐ Escalated to a full provision		

BEHAVIOR POLICY

8. Agreement

Parent / guardian		Signature and date	
Student		Signature and date	
Homeroom teacher		Signature and date	
Social worker		Signature and date	
Head of Inclusion		Signature and date	
Head of Section		Signature and date	

This plan is a living document. It is shared with every adult who works with the student and is reviewed on the date recorded above, whether or not progress has been made.

A copy is held by the social worker, a copy by the inclusion team, and a copy is given to the parents and the student.

Where the student has an IEP, this plan is attached to it and reviewed on the same cycle.

BEHAVIOR POLICY

Appendix H: Detention Log

Completed by the member of staff setting the detention and submitted to the phase supervisor on the same day. Detention 3 and 4 require 24 hours’ written notice to parents and confirmed transport.

Date	Student and grade	Staff	Type	Minutes	Parent notified (date / time)	Transport confirmed

Type: D1 = 10 minutes with the teacher · D2 = 15 minutes at break · D3 = 30 minutes after school · D4 = 60 minutes after school on a designated day.

A supervising adult is present throughout. A student is never left alone in a room, and a single adult is never alone with a single student behind a closed door.

A student is not held for more than 60 minutes of detention in any one day. Where transport cannot be confirmed for an after-school detention, an in-school alternative is set instead.

A detention clashing with an examination, medical appointment or religious obligation is rescheduled, not enforced.

BEHAVIOR POLICY

Appendix I: Physical Intervention Record

Complete on the day of the incident

Physical intervention is a last resort, used only to prevent injury, serious damage to property, or a student leaving the site unsafely. Corporal punishment is prohibited absolutely.

This record goes to the Head of Section and the Designated Safeguarding Lead on the day, and parents are informed the same day.

Incident details

Student name		Grade / section	
Date		Time and duration	
Location		Staff involved	
Second adult present?	☐ Yes — name: ☐ No — reason:	Staff trained in positive handling?	☐ Yes ☐ No — emergency
Does the student have a positive handling plan?	☐ Yes — followed ☐ Yes — not followed (explain below) ☐ No — one will now be written		

What happened

De-escalation strategies attempted before the intervention

The risk that made intervention necessary

The intervention used, and for how long

How and when the intervention ended

BEHAVIOR POLICY

Afterwards			
Any injury to the student?	☐ No ☐ Yes — nurse informed, details:	Any injury to staff or others?	☐ No ☐ Yes — details:
Recovery time and the trusted adult who supported the student			
Restorative conversation held — date and by whom			
The student's own account, in their words			
What we will change to reduce the likelihood of this recurring			

Notification and sign-off			
Parents informed — date, time, by whom		Head of Section informed	
DSL informed — date		Safeguarding record opened?	☐ Yes ☐ No
Completed by — name and signature		Date	
Reviewed by Head of Section		Date	

All physical intervention records are reviewed at the termly behavior data review, and repeated intervention for the same student triggers a review of provision.

BEHAVIOR POLICY

Appendix J: RWD Classroom Whiteboard Chart

Display on the classroom whiteboard. Names are cleared at the end of every lesson. A student who corrects their behavior has their name removed, and the teacher says why.

R REMINDER	W WARNING	D DETENTION
<i>A private reminder of the three rules. No demerit at this stage.</i>	<i>The behavior is named. A demerit is issued on Education.</i>	<i>10-minute restorative detention. Incident Form completed.</i>

READY • RESPECTFUL • SAFE

Every expectation in this school can be explained by one of these three rules.

BEHAVIOR POLICY

Appendix K: Glossary and Linked Policies

Term	Meaning as used in this policy
Antecedent	What happens immediately before a behavior. Changing antecedents is usually more effective than changing consequences.
Behavior Report	A time-limited daily tracking tool with up to three targets, used as a support rather than a sanction.
Behavior Support Plan	A written, function-based plan setting out antecedent, teaching and response strategies for an individual student. Replaces the former Behavior Action Plan.
Contract cheating	Submitting work produced by another person, whether a peer, a tutor, a family member or a purchased service.
Demerit point	A negative point recorded on Edunation. Points accumulate within a term and reset at the start of each term.
DSL	Designated Safeguarding Lead. At ASCS this role is held by the Principal, supported by deputy DSLs and phase Child Protection Officers.
Function of behavior	What the behavior achieves for the student — what they are seeking or avoiding.
Graduated response	The staged sequence of support and consequence set out in Section 5, applied in order and adjusted for individual need.
IEP	Individual Education Plan, held by the inclusion team for students with identified additional needs.
Internal reflection provision	Supervised on-site provision in which the student completes the full curriculum away from their usual class.
Malpractice	A breach of examination regulations, reported to the awarding body under their rules in addition to any school consequence.
Manifestation	Where a behavior arises directly from a student's identified need, rather than from a choice they were able to make differently.
Merit point	A positive point recorded on Edunation, contributing to House Points and reported on term report cards.
Positive handling	Trained physical intervention used only as a last resort to prevent harm.
Prejudice-based incident	Any incident perceived by any person to be motivated by prejudice towards a personal characteristic.
Reasonable adjustment	A change to how a policy is applied so that a student with an additional need can meet the expectation.
Restorative practice	An approach that addresses harm by involving those affected in deciding how to repair it.
Restore program	A structured five-stage program — reflect, express, set targets, reflect, evaluate — run by the social worker over four weeks, extendable once.
RWD	Reminder, Warning, Detention. The three-column classroom chart used in Grades 6–12.

BEHAVIOR POLICY

Student of determination	The term used in the UAE for a student with a disability or additional educational need.
Support adult	An adult of the student's choosing who may accompany them to any formal interview or meeting.
Talking Corner	A supervised quiet space where students resolve a disagreement between themselves, within the limits set out in Section 2.6.
Visible consistencies	The behaviors and expectations that all staff model and expect of all students, all of the time.

Linked policies and documents

- ASCS Safeguarding and Child Protection Policy
- ASCS Anti-Bullying Policy
- ASCS Anti-Vaping Policy
- ASCS Inclusion Policy and Inclusion Assessment Policy
- ASCS Attendance Policy
- ASCS Assessment Policy and examination regulations
- ASCS Acceptable Use Policy and BYOD Guide for Parents
- ASCS Artificial Intelligence Acceptable Use Policy
- ASCS Complaints Policy
- ASCS Wellbeing Policy and the Virtues in Practice program
- ASCS Educational Visits Policy and Transport Policy
- Elementary Positive Behavior Policy (Grades 1–5) and KG Positive Behavior Policy