



HAMILTON
International School

BEHAVIOR POLICY

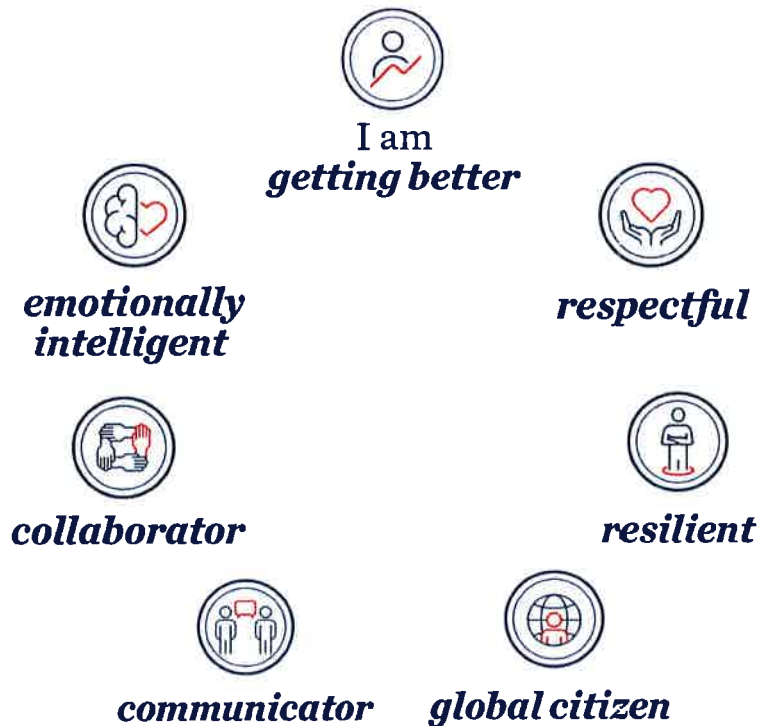
23-24 AY

Igniting passi♥n, purp🎯se and p🗝ential

Mission

Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.

Our Core Values



Definition of Learning

Learning at Hamilton is the purposeful, personalized process we undertake to help us get better to succeed in school and beyond as a lifelong learner.

Document Control Table

Status		Live Shared with whole community
Date Approved		27 August 2023
Latest Review Date		August 2023
To be Reviewed		August 2024
Linked Documents and Policies		Inclusion Behaviour Policy
Version	Date	Comments

Aims

This policy aims to:

- Provide a consistent approach to behavior management.
- Promote good conduct and respect through outlining expectations and consequences.
- Define and prevent unacceptable behavior, including bullying.
- Outline how students are expected to behave.
- Summarize the roles and responsibilities of different members of the school community.
- Outline how positive behavior will be promoted, and the sanctions for inappropriate behavior.

These aims underpin the school vision and are seen as essential in ensuring that learning can take place.

• Definitions

Behavior

This refers to the ways in which a member of the school community conducts him or herself. Behavior is often classified as 'good' or 'bad', 'positive' or 'negative', 'poor', 'disruptive', 'excellent', etc. For the purposes of clarity, we classify unwanted behavior into two categories: 'inappropriate' and 'serious inappropriate'.

Inappropriate Behavior

This is behavior that is contrary to the values of the school, breaks the school rules, and/or has a negative effect on other members of the school community or environment. Examples of inappropriate behavior are:

- Disruption in class, in corridors, or at break and lunch times
- Failure to follow school routines
- Non completion of classwork or homework
- Poor attitude
- Failure to follow staff instructions
- Lack of equipment
- Incorrect uniform

Serious Inappropriate Behavior

This can be repeated incidents of inappropriate behavior without attempt on the part of the student to modify her or his behavior; or it can be single incidents which have a significant, negative effect on the school community. Examples of serious inappropriate behavior are:

- Leaving school site without permission
- Bullying (including cyberbullying)
- Assault (hitting, kicking, pushing, spitting, or any other physical altercation intended to harm)
- Intimidation or threats
- Deliberate humiliation
- Vandalism
- Theft
- Fighting

- Smoking, taking illegal drugs or haram substances
- Discriminatory behavior or language (racist, religious, sexist, etc.)
- Possession of prohibited items:
 - Knives, blades, or weapons
 - Alcohol or illegal substances
 - Stolen items
 - Cigarettes or other smoking paraphernalia
 - Fireworks
 - Any article that a member of staff reasonably suspects could be used to damage or cause injury to any person or property

Levels of Behavior

To help students differentiate between types of inappropriate behavior.

Confiscation

Any prohibited items (listed above) found in student's possession will be confiscated. These items will not be returned to students. The school will also confiscate any item which is harmful or detrimental to learning or the school environment. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

• **Bullying**

• **Roles and Responsibilities**

The Principal

The principal has overall responsibility for the behavior at THIS. His authority is delegated in full to the Head of Primary, who reports to the principal.

Head of Primary / Secondary

The Headteacher is responsible for implementing this behavior policy and the procedures and routines that underpin it.

The Headteacher will ensure that behavior policy, procedures and expectations are communicated to the school community and that all aspects of school life encourage positive behavior. The Headteacher will ensure that staff are clear on their responsibilities regarding behavior management, and that they deal effectively with inappropriate behavior. The headteacher will monitor how the policy is implemented and ensure that rewards and sanctions are applied consistently and fairly.

Assistant Head of Primary / Secondary

The Assistant Headteacher is responsible for monitoring this behavior policy and the procedures and routines that underpin it.

Staff at THIS

All staff are responsible for the implementation of this behavior policy. Staff are expected to model the ethos and values of the school to ensure that the culture of the school comes from everyone.

Staff are responsible for:

- Implementing the behavior policy, procedures, and routines consistently.
- Modeling positive behavior.
- Challenging all inappropriate behavior, wherever it occurs.
- Adapting their approach to their classroom management strategy based on:
 - The age and stage of development of the students in the class.
 - The specific needs of particular students.
- Recording positive and inappropriate behavior using the school's information system (Engage Portal).
- Inform school leaders directly if there are concerns, or incidents of serious inappropriate behavior.

Parents

Every parent has a responsibility to reinforce the school's behavior policy with their children. 'Parent' is also extended to include responsible adults such as older siblings, aunts and uncles, grandparents, and any domestic workers who take responsibility for the students (including nannies and drivers).

- Support their child in adhering to the behavior policy and following the school rules.
- Inform the school of any changes in circumstances that may affect their child's behavior, this could include:
 - Illness or medication
 - Family bereavement
 - Separation or estrangement
- Discuss any behavioral concerns with the homeroom teacher or school leadership promptly.

• Prompting Positive Behavior

As a school we will create an environment and develop a culture in which positive behavior is modeled, promoted, and rewarded. An individual teacher may establish particular rules and routines for her or his class, but there is a Code of Conduct, which all students are expected to follow:

Students are expected to:

- Arrive to school on time.
- Wear the correct school uniform.
- Be equipped for every lesson.
- Respect every member of the school community by treating them fairly and with equal dignity and worth.
- Respect the school environment, equipment, and resources.
- Move throughout the school in a sensible, calm manner.
- Follow instructions from adults first time, every time.
- Listen to others when they are talking, both adults and other students.

To support our youngest learners and those with additional needs, the code has been adapted to age-appropriate language:

- We are ready.

- We give it a go and keep on trying!
- We are kind; we use kind hands and kind words.
- We have listening ears.
- We have looking eyes.
- We have walking feet inside.
- All are welcome!

The code of conduct will be displayed in public places and in all classrooms. The code of conduct will also be displayed in visual form to support the students of the Inclusion Department.

Staff members are expected to:

- Build positive and consistent relationships with all students.
- Treat all students as responsible and valued members of the community.
- Plan engaging, differentiated lessons that account for behavior needs and potential issues.
- Create a safe and welcoming classroom environment in which students feel free to make mistakes as part of the learning process.
- Recognize, identify, and reward positive behavior.
- Pay attention to best conduct first.
- Encourage students to be open about concerns.
- Maintain a seating plan that takes into consideration learning needs, peer relationships, and behavior management.
- Deal with inappropriate behavior using the "five 'C's":
Calm, Clear, Consistent, Confident, Compassionate.
- Model the behavior that we expect to see in students.
- stage if behavior begins to cause concern.
- Teach routines for lessons and expect these to be adhered to.
- Teach routines for transition between lessons.
- Monitor transition between lessons by maintaining a presence on the corridor.
- Display behavior expectations and the rewards system so they are clear and visible in the class.
- Be aware of the needs and 'triggers' of identified students and adapt behavior for learning strategies as needed.
- Share relevant information about the above students with teachers, TAs and school leaders to contribute to the students' access plans.
- Consider students' age and stage of development when identifying and implementing strategies to manage behavior.
- Record both positive and negative incidents that occur during lessons in order to reward positive behavior, sanction inappropriate behavior, and monitor long-term behavior patterns and trends.
- Intervene at an early stage if behavior begins to cause concern.

Rewards, Restorative Practice and Sanctions

At THIS we believe that the best way to promote positive behavior, is to recognize and acknowledge good behavior and to reward this behavior in a range of ways that promote a sense of intrinsic value in behaving positively. We believe that often, simple recognition for positive behavior is most rewarding for students. This can be as simple as a positive comment or a phone call home from a teacher.

We also believe that there should be appropriate sanctions if students do not meet expectations and engage in inappropriate behavior. This supports students' personal and social development as they learn to see that there are consequences to behavior that harms the community.

Examples of rewards:

- Immediate verbal praise
 - Displaying quality work to peers
 - Visits to Heads of Department, Year Group Leaders, Assistant Head of Primary, Head of Primary, Principal
 - Opportunities for peers to praise and celebrate one another through peer assessment and circle times
 - Stickers – these should be used sparingly and not used to preempt a desired action or effort from a student
- Phone calls home
 - Certificates
 - Celebration assemblies
 - We praise effort over attainment and might say:
Are you feeling proud?
It looks as though you have worked very hard to do X

Examples of restorative conversations:

We believe that speaking with students about undesirable, inappropriate or hurtful behavior is often more effective than sanctions or punishment. We also believe that adults should facilitate restorative conversations and practices which focus on how undesirable, inappropriate or hurtful behavior has affected others, both students and staff and how these effects can be reversed or improved.

We believe that most situations can be dealt with by working through restorative conversations. The aim here is that the outcome is fair for everyone, and the focus is on helping the victim, if there is one, rather than punishing the person displaying undesirable behavior. If somebody is upset, we aim to make them feel better. If someone has done something unkind or hurtful, we expect them to take responsibility for their actions and rectify the situation. Adults support and facilitate these processes and help students build a plan for how they could behave more positively in a similar situation that might arise in the future.

- When our students find themselves in conflict or upset, we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

How did it make you feel when that happened?

- We might also say to our students:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this does not happen again?

- When students engage in disruptive behavior, we may draw their attention how this is impacting their classmates and ask them to adapt their behavior using positive language.

- We also aim to empower students to let others know when they are uncomfortable with something that has been said or done to them. We encourage the students to say: 'Stop, I don't like that' and to seek adult guidance if the grievance does not stop.

In the event when a student is unable to engage in a restorative conversation, they may be asked to sit for a moment to allow them to calm down, and to prepare themselves for a conversation. If they are still unable to engage in a restorative conversation or if their inappropriate behavior continues, their behavior will be logged and their parents contacted. In the event that their behavior poses a risk to themselves or others, they will be directed to sit in a safe space, away from others.

We also believe that there should be appropriate sanctions if students do not meet expectations and engage in inappropriate behavior. This supports students' personal and social development as they learn to see that there are consequences to behavior that harms the community.

Examples of Sanctions:

Sanctions are given as consequences in response to the level of inappropriate behavior displayed. Sanctions will be proportionate to either the seriousness of a one-off incident, or the repetition of inappropriate behavior. A list of the types of behavior and the suggested appropriate sanctions is in Appendix A (Primary) and B (Secondary).

- Verbal reprimands
- Repeated work (if submission is not up to expectations)
- Loss of privileges (e.g. trips, non-uniform days, representative teams, student council position)
- Informal loss of free time
- Formal detentions: break, lunch, or after school
- Fixed term exclusions (suspension) either internal or external
- Loss of ECA access

We believe that parental support is essential in supporting students in improving their behavior. Parental communication is a regular expectation from teachers if there are incidents that take place in class. More serious inappropriate behavior will result in a meeting between parents and teachers or school leaders. During the meeting, the member of staff will outline the concerns and detail the issue or incident. The school and parents will agree on support strategies that both parents and school will put in place to modify the behavior. Parents will be expected to.

Off-campus behavior

THIS believes that the learning and care of our students does not end when they leave the campus. In promoting good character, we believe that this should improve students' attitudes at home and within the other spheres they operate, be it in person, in public, or online.

We will apply the school behavior policy to any situation in which the student is directly linked to THIS:

- School trips.
- School transport to and from school.
- When the student is representing or linked to THIS in any way.

In addition to this, the school will also intervene in other situations:

- Where a student's behavior has repercussions for the running of the school.
- Where a student's behavior has an adverse effect on the school.

• Behavior Management

THIS approach to behavior management

Behavior management refers to the approach that the adults in the school take when dealing with students. This is not limited to staff addressing inappropriate behavior but includes every interaction from greeting one another in the corridor to deescalating conflict. Without a clearly defined approach to behavior management different adults will approach various situations in different ways and students will not receive a consistent message.

THIS believes that good student behavior begins with the school providing a safe, calm, and purposeful environment where effective learning can take place. THIS aims to provide this kind of environment and to clearly communicate the high standards of behavior expected of learners. In this way, students are more likely to respect the wider school community as well as themselves, and the school will be well placed to nurture the strengths of each student.

Staff should strive to respond to learners in ways which consider their varied life experiences and individual needs. For some students, school needs to be their safe, secure, and calm place within an otherwise disorderly world. Consistency in behavior management throughout the school is essential. When children are treated inconsistently, they become confused and often are unable to distinguish between appropriate and inappropriate behavior. Secondary students, and especially adolescents, are apprentice adults and need regular, compassionate correction of their behavior.

We believe that:

- No child wants to behave inappropriately.
- Children behave how adults let them; this means that adults – beginning with school leaders – have a responsibility to establish clear expectations, boundaries, and environments.
- Behavior is circular: students behave depending on how they feel about themselves and how they feel about themselves depends on how they have been treated.
- Positive language and the language of 'choice' and 'safe' are an important element of providing children with a toolkit for positive behavior.
- Positive approaches to behavior management through reward systems and positive recognition, coupled with clear systems and procedures for dealing with more challenging behavior, are the most effective.
- Good behavior, effort and achievement should be promoted, valued, and celebrated by the whole school community, including parents.

- All members of the school community should be treated with respect and show respect for others.
- Every student will take responsibility for their behavior and understand there can be both positive and negative consequences to the choices they make.
- Children who feel undervalued and unable to achieve success are more likely to express their feelings through inappropriate behavior.
- Children who feel valued and have their successes recognized tend to behave more appropriately.
- Children learn quickly that if they behave in a certain way they will be treated in a certain way.
- If the ethos of the school and classroom is positive, then there will be an atmosphere of mutual respect in which students are behaving appropriately and are experiencing success in their learning.
- Special circumstances and conditions will be taken into account.

Classroom management

THIS respects each teacher's professional judgement and rights to make their classroom distinctly their own. However, the students' needs take priority and for effective behavior management within the school there needs to be a consistent approach to certain aspects of

teaching and learning to ensure students have a secure understanding of what constitutes appropriate behavior.

Teachers will:

- Always demonstrate calm and consistent adult behavior
- Not shout unless it is to intervene in potential harm
- Maintain a positive attitude
- Pay attention to the desired behavior rather than inappropriate behavior
- Devise and adhere to routines for their own classroom and continue to reinforce and follow these throughout the school year.
- Create and apply a seating plan, and modify accordingly as behavior and classroom dynamics change
- Recognize that some students have additional challenges to managing their behavior; take appropriate steps to alert school leaders and other staff; and modify his or her approach according to access plans and IEPs
- Use positive language to promote good behavior, e.g. 'we use walking feet inside' rather than 'do not run'

Class Dojo (Primary)

Incentives are used to promote positive behavior and support those struggling with their own behavior. As a school, Class Dojo is a consistent incentive tool and channel of communication for both parents and teachers. Students are awarded Class Dojo points based on several qualities that they strive to develop:

- Helping others
- Listening
- Being on task
- Participating in learning
- Showing persistence
- Working hard
- Teamwork



As a school, we believe the positive re-enforcement and success of celebration is the core to developing and maintaining a positive behavior ethos throughout school and preparing our students for the wider world. We believe that promoting the use of talk between adults and children when reflecting on behavior "choices" allows them to build a better understanding of cause and effect.

Class Dojo is a digital classroom management tool designed to help our teachers improve student behavior and communicate more effectively with parents. It connects teachers with our students and parents to build amazing classroom communities. Class Dojo is a great way for you to see in real time how your child is doing in school. It also helps prevent:

Parent - "What have you done today at school?"

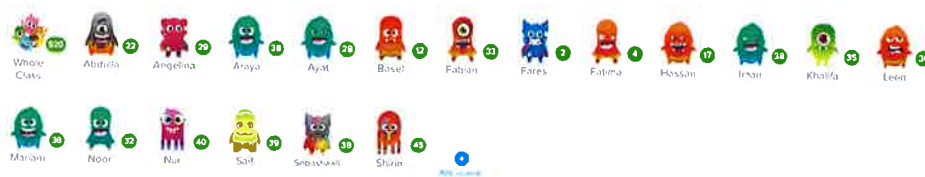
Child - "Nothing!"

Each student gets an avatar and teacher's award Dojo reward points for achievements, such as great homework, participating in class, staying on task, completing work, following our school rules and core values. Teachers can use a tablet or computer to give points throughout the school day. Each student's points can be displayed via a smart board, and parents, via their app, can see these. Teachers can communicate with parents on a 1:1 messaging service or via the class page where general class messages can be shared.

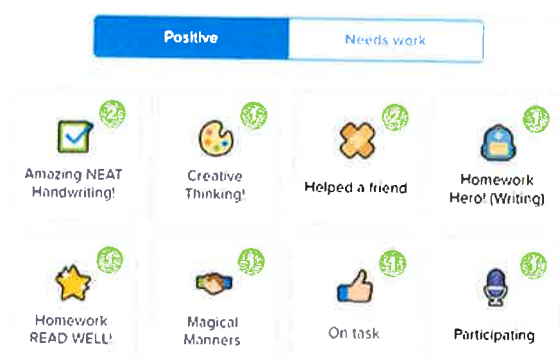
Students can gain green positive Dojo Points for many behaviors including:

- Students never have points removed.
- Students are never given minus points.
- The Dojo system is an essential part of our behavior policy.
- Every Thursday, student's Dojo Points will be gathered and ClassDojo certificates will be given to the students in each Primary class from the Head of Primary. The student that received the most Dojo points for that week will be awarded the certificate.
- Winning student's names must be given to the Head of Primary by **12.00pm** each Thursday.
- The award of Dojo points are targeted to the individual student, not the 'average' student.
- Owing to the age of the children, in Pre-KG and KG1 one child per class per week is awarded a Star of the Week certificate for their efforts, rather than a Class Dojo certificate.

Students earn Dojo points based on their classroom conduct. These are distributed by adults in school and are updated daily.



A pre-set list of topics is given for Dojo Points; however, the teacher has license to edit these and make them personal for their own class.



For whole school sporting events, points will be allocated to student Houses for the Class Dojo House System.



DOJO POINTS CLASS REWARDS

At the start of each week, Dojo Points return to zero. The weeks total is combined and when they reach specific Dojo milestones, they receive whole class rewards.

Points	Reward	Example
500 Points	Whole Class Reward (Level 1)	Extra trip to the art room, extra Golden Time, student quiz
1000 Points	Whole Class Reward (Level 2)	No school uniform day, 'Off topic' day.
1500 Points	Whole Class Reward (Level 3)	FJ party with food and drinks, Parent and student learning party
2000 Points	Whole Class Reward (Level 4)	Local trip, trip to cinema.

Communication and sharing success

Class Dojo also includes a messaging service:



The messaging within ClassDojo is a great way to contact the class teacher and discuss any issues that may arise or to ask any questions you have and is used to report on student behavior.

Shared routines

Teachers will implement their own routines depending on the needs of their classroom, subject and specialist equipment. However, all teachers are expected to follow the following routines so that there is consistency across all areas of the school.

Transition routines (Early Years / Primary)

- Teachers will provide a daily visual timetable for the whole class
- Where possible, limit periods of sitting on the carpet to the equivalent of the student's age plus two minutes
- Teachers display a 5-minute timer before any tidy up time
- Teachers inform the class and/or individual student of the decreasing time to ease transition
- Teachers may wish to use a tidy up/end of lesson time song

Entrance routines

- Teachers wait on the corridor outside their classrooms
- Students line up outside the classroom – not leaning on the wall
- Teachers welcome the students into the classroom, greeting them at the door
- There will be a 'do now activity' (DNA) available to students¹
- The teacher will greet the students and the students will return the greeting
- The teacher will take the lesson register and begin the lesson

¹ Training will be given on effective DNAs; they should be something that engages students immediately. The best DNAs are "high challenge, low stakes" where students are immediately set challenging and engaging work but is not a threat to their grade or other kind of status. Quizzes, vocabulary, math challenges etc. are all examples of good DNA

² Teachers are encouraged to give homework at other points in the lesson other than the end. For example, at the start of the lesson, or at a point in the lesson that relates most to the homework activity.

Exit routines

- Teachers must conclude the lesson with enough time to allow for the routines to be completed correctly²
- Students pack away all equipment
- Students stand behind their desks in silence
- The teacher will dismiss the students in an orderly fashion (e.g., row-by-row)
- The teacher will monitor behavior on the corridor by standing at the door

Restrictive physical intervention

THIS will provide staff with training in a de-escalation and by providing a safe, calm and welcoming environment, it is believed that the need for physical intervention will be rare. However, there are times when physical intervention may be necessary.

We acknowledge that there is a risk implied any time that a member of staff physically intervenes, and THIS does not require that teachers put themselves in harm's way. The aim is to provide staff with clear guidance on the use of physical contact. Staff should be able to meet the needs of the students with confidence while safeguarding themselves and those in their care.

- Physical contact is necessary and justifiable when it meets the needs of the student.
- On occasions a member of staff may need to use reasonable force to prompt, guide or hold a student.
 - They do this in order to help the student to control their own behavior and to keep everyone safe.
 - Staff maintain a duty of care and make decisions based on the best interests of the student.
- Adults take the duty of care to all students very seriously.
- There are occasions when restrictive physical intervention may be necessary to keep students and staff safe.
- Staff acknowledge there are risks involved whenever people make physical contact and use reasonable force to protect, release or restrain.
 - RPI techniques seek to avoid injury to a student, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe.
 - Staff use dynamic and planned risk assessments to reduce risks while keeping the best interest of the student as the paramount concern.

Any member of school staff can make a physical intervention with a student in certain circumstances.

- The nature of the physical intervention must be
 - with a reasonable use of force,
 - proportionate to the risk posed by a student's behavior,
 - absolutely necessary,
 - a last resort
 - and in the best interest of the student.
 - The physical intervention will be for the shortest amount of time, and whenever possible, will be away from other students and with a second adult present.
- The circumstances for using restrictive physical intervention (RPI) are predicated on whether there is a foreseeable risk that the student will:
 - Harm themselves
 - Harm others
 - Damage property
 - Act in a way that is prejudicial to the maintenance of the order and discipline of the school or among any of its students
 - Commit a criminal act
- If one does use RPI then the questions that are likely to be asked of the intervention(s) are:
 - Was it reasonable?
 - Was it proportionate?
 - Was it necessary?
 - Was it in the student's best interests?
- All instances of restrictive physical intervention should be recorded in a way that cannot be edited and parents should be informed within 24 hours.

• Student Support

Students must be made aware of the consequences of negative behaviors, and staff are expected to deal with these behaviors in a suitable way. Students need to be aware of their actions and accept the consequences of these.

At THIS, we recognize that there may be several factors that contribute to a student's disposition, emotional and social intelligence, and ability to deal with conflict. Consequently, the approach to challenging behavior may be differentiated to cater to the needs of the student.

Teachers and school leaders will work together to determine the most appropriate course of action for any given student. This may include the following types of intervention:

- Meetings with parents and carers
- Target setting
- Report card (homeroom teacher, Assistant Head of Secondary, Head of Secondary)
- Access Plan
- Reduced / bespoke timetable
- Referral to inclusion unit
- Referral to school counselor

The school's special educational needs coordinator (SENCO) will evaluate a student who exhibits challenging behavior to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, the school counselor, or other therapists, to identify or support specific needs.

When acute needs are identified, the school will liaise with external agencies and plan support programs for that student. They will work with parents to create the plan and review it on a regular basis – refer to the school's SEND policy for additional information.

- **Undertaking**

At THIS, the aim is to include all students and, as has been outlined in this policy, we employ many strategies to correct student behavior and to ensure that students are given chances to prove that they have improved their attitude and behavior.

However, the whole of the student body must be taken into account, and there may be occasions when a student's behavior impacts upon the wider school. On these occasions, there may be cause for the school to refuse a place for a student in the next academic year.

Where this is the case, the school will have recorded evidence of the incidents of poor behavior and will have at least three records of meetings with parents, in which the school has outlined behavior concerns and identified targets for improvement.

- **Staff Training**

Staff will receive training on this policy and on classroom and behavior management. In addition to this there will also be specific training on bullying, de-escalation, and behavior-related problems.

Behavior management will also form a part of the school's CPD program.

- **Communicating the Policy**

This policy will be read by all staff and will be communicated with students; the policy will be condensed into the relevant parts for students.

The policy will be shared with parents once approved and made available with all other school policies.

Appendix A: behavior levels and responses for Primary Students

Behavior category	Examples of behavior		Possible intervention and follow up		Person responsible	Parent Communication
Level 1						
Low-level disruption	<p><i>In classroom</i></p> <ul style="list-style-type: none"> Talking in class Disruptive noises Shouting out Moving out of the seat 	<p><i>Out of classroom</i></p> <ul style="list-style-type: none"> Not behaving sensibly Shouting Littering 	<p>Verbal warning.</p> <p>Change of seating plan.</p> <p>Restorative Conversation</p>	<p>Class teacher</p> <p>Duty staff</p> <p>Responding member of staff</p>	<ol style="list-style-type: none"> Message home on Class Dojo / Email stating: <ul style="list-style-type: none"> Behaviour Restorative Conversation feedback 	
Level 2						
Repeated low-level disruption	<p><i>In classroom</i></p> <ul style="list-style-type: none"> Repeated similar behavior over time or Repeated similar behavior 	<p><i>Out of classroom</i></p> <ul style="list-style-type: none"> repeated similar behavior 	<p>Incident log (Engage)</p> <p>Restorative Conversation</p>	<p>Class teacher</p> <p>Duty staff</p> <p>Responding member of staff</p> <p>Year group Leader</p>	<ol style="list-style-type: none"> Phone call home from Year Group leader Message home on Class Dojo / Email stating: <ul style="list-style-type: none"> Behaviour Restorative Conversation feedback Meeting minutes signed using school format 	
One-off incidents of poor behavior	<p>Aggression; shouting; swearing; defiance; disrupting others' learning; misuse of electronic devices.</p>	<p>Aggression; shouting; swearing; defiance; misuse of electronic devices.</p>	<p>Referral to SEN department if deemed necessary by Head of Inclusion</p> <p>Safeguarding referral if deemed necessary by Designated Safeguarding lead (DSL)</p>			
Level 3						
Continued disruption to learning / school atmosphere	<p><i>In classroom</i></p> <ul style="list-style-type: none"> Continuing poor behavior that is disruptive to the learning environment 	<p><i>Out of classroom</i></p> <ul style="list-style-type: none"> Repeated negative behavior 	<p>Restorative conversation with Assistant Head</p> <p>Class based report for 4 weeks *(signed and agreed by teacher, parent, student and Assistant Head)</p> <p>Referral to SEN department if deemed necessary by Head of Inclusion</p> <p>Safeguarding referral if deemed necessary by Designated Safeguarding lead (DSL)</p> <p>Referral to Behavior Therapist / School Counsellor</p> <p>Recommendation to parents for external assessment (e.g. at CDC)</p>	<p>Class teacher</p> <p>Duty staff</p> <p>Responding member of staff</p> <p>Assistant Head of Elementary</p> <p>Head of Elementary is involved if a suspension will take place</p>	<ol style="list-style-type: none"> Phone call home from Assistant Head of phase Message home on Class Dojo / Email stating: <ul style="list-style-type: none"> Behaviour Restorative Conversation feedback Face to face meeting to review report card Point 1 and 2 carried out by head of Elementary if a suspension will take place Meeting minutes signed using school format 	
One-off incidents of very poor behavior or repeated incidents of Level 2 behavior	<p>Vandalism; truancy; physically or verbally abusive.</p> <p>Breach of IT acceptable use policy.</p> <p>Higher levels of defiance and/or aggression.</p> <p>Repeated behavior that has been addressed at Level 2 previously.</p>	<p>Vandalism; physically or verbally abusive.</p> <p>Higher levels of defiance and/or aggression.</p> <p>Bringing the school reputation into disrepute.</p> <p>Repeated behavior that has been addressed at Level 2 previously.</p>				

			Consideration of class move Internal suspension (fixed term internal exclusion) External suspension (fixed term external exclusion)	
Level 4				
Serious incident	<p>In classroom Continued disruption to learning or school atmosphere despite interventions at Level 3 Repeated acts of vandalism; truancy; physical or verbal abuse. Serious or repeated breach of IT acceptable use policy. Higher levels of defiance and/or aggression.</p> <p>Premeditated physical altercation. Physically abusive to a staff member Banned or illegal substances on site Any action that breaks the law of Qatar</p>	<p>Out of classroom Repeated incidents of very poor behavior, including Vandalism; physically or verbally abusive. Higher levels of defiance and/or aggression. Bringing the school reputation into disrepute.</p>	<p>Incident log Direct referral (email or conversation) to one of the persons responsible School leadership support Immediate isolation Referral to Behavior Therapist / School Counsellor Internal suspension (fixed term internal exclusion) External suspension (fixed term external exclusion) Permanent exclusion SLT report Reduced timetable Removal of privileges Behavior contract signed by student and parent. Failure to comply may result in the removal from the school.</p>	<p>Assistant Head of Elementary Head of Elementary Principal</p>
				<p>1. Phone call home from Head of Elementary to arrange a face to face meeting with Principal and Head of Elementary 2. Face to face meeting to review incident 3. Meeting minutes signed using school format</p>






Appendix B: behavior levels and responses for Secondary Students

Behavior category	Examples of behavior	Possible intervention and follow up		Person responsible
Level 1				
Low-level disruption	In classroom Talking in class Disruptive noises Shouting out Moving out of the seat	Out of classroom Not behaving sensibly Shouting Littering	Behavior point Verbal warning. Change of seating plan. Time-out of activity (e.g., lunch and break)	Class teacher Duty staff Responding member of staff
Level 2				
Repeated low-level disruption	In classroom Repeated similar behavior over time	Out of classroom repeated similar behavior	Incident log and behavior point Break / lunch detention Parental communication:	Class teacher Duty staff
	One-off incidents of poor behavior Aggression; shouting; swearing; defiance; disrupting others' learning; misuse of electronic devices.	Out of classroom Aggression; shouting; swearing; defiance; misuse of electronic devices.	<ul style="list-style-type: none"> - Subject teacher if incident occurs in class - Homeroom teacher if incident occurs outside of lessons (responding member of staff creates incident log and then refers to homeroom teacher) Referral to SEN department Removal of privileges* Exit cycle (planned removal for specified number of lessons) Device confiscated (return will be in accordance with mobile device policy)	Responding member of staff Homeroom teacher
Level 3				
Continued disruption to learning / school atmosphere	In classroom Continuing poor behavior that is disruptive to the learning environment	Out of classroom Repeated negative behavior	Incident log and behavior point Direct referral (email or conversation) to one of the persons responsible	Subject lead Assistant Head of Secondary (Head of Secondary)
	One-off incidents of very poor behavior or repeated incidents of Level 2 behavior Vandalism; truancy; physically or verbally abusive. Breach of IT acceptable use policy. Higher levels of defiance and/or aggression. Repeated behavior that has been addressed at Level 2 previously.	Out of classroom Vandalism; physically or verbally abusive. Higher levels of defiance and/or aggression. Bringing the school reputation into disrepute. Repeated behavior that has been addressed at Level 2 previously.	<ul style="list-style-type: none"> - Subject report for single-subject disruption - Homeroom report for multi-subject or out-of-classroom behavior - SLT report Parental communication via email / phone call or online meeting Referral to Behavior Therapist / School Counsellor Recommendation to parents for external assessment (e.g., at CDC) After school detention School leadership support Immediate isolation Removal of privileges Internal suspension (fixed term internal exclusion) External suspension (fixed term external exclusion) Exit cycle	
Level 4				

Serious incident	<i>In classroom</i>	<i>Out of classroom</i>	Incident log	
	<p>Continued disruption to learning or school atmosphere despite interventions at Level 3</p> <p>Repeated acts of vandalism; truancy; physical or verbal abuse.</p> <p>Serious or repeated breach of IT acceptable use policy.</p> <p>Higher levels of defiance and/or aggression.</p> <p>Premeditated physical altercation.</p> <p>Physically abusive to a staff member</p> <p>Banned or illegal substances on site</p> <p>Any action that breaks the law of Qatar</p>	<p>Repeated incidents of very poor behavior, including Vandalism; physically or verbally abusive.</p> <p>Higher levels of defiance and/or aggression.</p> <p>Bringing the school reputation into disrepute.</p>	<p>Direct referral (email or conversation) to one of the persons responsible</p> <p>School leadership support</p> <p>Immediate isolation</p> <p>Referral to Behavior Therapist / School Counsellor</p> <p>Internal suspension (fixed term internal exclusion)</p> <p>External suspension (fixed term external exclusion)</p> <p>Permanent exclusion</p> <p>SLT report</p> <p>Reduced timetable</p> <p>Removal of privileges</p> <p>Behavior contract signed by student and parent. Failure to comply may result in the removal from the school.</p>	<p>Assistant Head of Secondary Head of Secondary (Principal)</p>

*Privileges include break and lunch; use of devices; positions of responsibility; access to ECAs; non-timetabled events such as trips and reward events.

Reviewed and approved by

Name	Position	Signature	Date
Terry Senior	CEO/Principal		August 23
IAN RINALDI	HEAD OF PRIMARY		August 23
Breegen Doherty	HEAD OF INCLUSION		August '23
Rebecca Gong	Head of Secondary		August '23
Theresea Park	Head of Quality Assurance & Compliance		August 23