



NORD ANGLIA INTERNATIONAL SCHOOL AL KHOR

Behaviour and Effort for Learning Policy (BEfL)

At Nord Anglia International School Al Khor (NAISAK) we aim to create a happy, caring and safe environment, which will be conducive to both students' well-being and learning.

High standards of behaviour are expected at all times during the school day, whilst travelling between home and school and whilst representing the school or taking part in trips and visits. This Behaviour and Effort for Learning policy includes an outline of the expectations for behaviour within the school, strategies to support the behaviour, and the rewards and sanctions.

Whole-School Rights for the student and the adult

- The right to learn and teach
- The right to feel safe (physically and emotionally)
- The right for mutual respect and understanding

Student's Responsibilities

The students must take responsibility for their own B&EFL. As adults, we can manage a student's behaviour to an extent, but realistically, discipline has to come from within and students need to have ownership of their own behaviour. As the students realise that they are going to have to make choices in many areas of life, they can be guided to make more socially-appropriate choices. They need to know that good choices will be rewarded and that poor choices will have consequences.

Care, courtesy and consideration are underpinning elements of these expectations. Basic expectations of behaviour and class rules are displayed in every classroom.

- The students will conduct themselves safely and respect other students' health and safety.
- The students will not stop others' learning.
- The students will show respect for all members of the school community.
- The students will be ambassadors of the school by wearing the correct school uniform.

Staff/Adult's Responsibilities

- Staff will treat all children fairly and recognise that each child is an individual.
- Staff will try to raise children's self-esteem.
- Staff will provide challenging, relevant and appropriate learning experiences.

- Staff will use rules and sanctions clearly and consistently in the pursuit of productive learning.
- Staff will be positive role models.
- Staff will keep daily/accurate records in the school's documents/system.

School Rules Pertaining to Uniform and Possessions

- The students must arrive and leave school wearing their correct school uniform.
- If a student does not have a uniform item, he/she will be asked to contact home to ask for the item to be delivered to school or, a reminder is sent home in the child's Communication Book. If a student persists in wearing the incorrect uniform, he/she will be placed on the Achievement Tracker system for support.
- The students may not bring mobile phones to school. NAISAK understands the necessity for some to have a mobile phone to contact home on the way to or back from school. In such case, either the mobile phone is to be willingly surrendered to the HoS in the morning or the mobile phone is to be kept in the school bag and switched off until the student has left the school premises. If a mobile phone is seen or heard, it will be confiscated and parents will be informed to retrieve it themselves from Reception or the HoS.
- The students may not bring laptops or iPads to school unless they have the permission of a teacher and it is for a specific learning project. It is the teacher's responsibility to monitor the permission given.
- The students must not bring any glass containers to school, and all liquid containers must be transparent.
- The students may not bring chew gum or any other type of sweets in school.

Golden Time

Every class in Years 1 – 6 have been allocated 'Golden Time' in their timetable for 30 minutes each week. The purpose of Golden Time is to act as a reward for consistently good behaviour throughout the week.

How Golden Time works:

- There are clear actions and consequences which must be adhered to consistently. These are displayed in each classroom and should be referred to when appropriate
- Students cannot move up and down the chart. If they have lost time, it cannot be claimed back
- Golden Time is lost in increments of 5 minutes
- Student are not allowed to go to the toilet in lesson time unless they choose to take off 5 minutes of Golden Time for it. Remind them of this if they ask to go. (Discretionary in Years 1-3)
- Students who miss Golden Time will complete a directed task for the set amount of lost time
- Lost Golden Time should be collated onto a class spreadsheet.

Reasons for a loss of Golden Time

ACTION	CONSEQUENCE
Any kind of general misbehavior, e.g. 1. Calling out. 2. Talking in class which is not about work. 3. Being silly when giving out resources. 4. Not following instructions. 5. Swearing.	Loss of 5 minutes golden time. The time will be spent completing a task selected by your teacher. When you have completed your missed time you may join your other classmates for golden time.
6. Going to the toilet (at break and before and after school is allowed).	If you have missed ALL of your golden time you will receive a note in your <u>communication book</u> .
Disrespecting adults 7. Smiling to an adult inappropriately. 8. Speaking Arabic outside of Arabic class. 9. Talking back to an adult.	If you miss all of golden time two times in a row you will be placed on a <u>behaviour tracker</u> .
10. Hitting others.	Placement on a behaviour tracker and a note in the communication book.
11. Lying to an adult.	
12. Leaving class without permission.	

Recording incident of poor behaviour on iSAMS

Should an incident of poor behaviour arise either in the classroom or at break time which is deemed to be of a serious nature or is part of a trend of incidents involving an individual student, a log of this must be made on iSAMS. When a member of staff logs the incident on the 'Rewards and Conduct' area of iSAMS, the class teacher and HoS are made aware of the incident by email. Incidents that are logged can be updated by any teacher should further information about the incident come to light. The information is stored securely and can be used to track trends of poor behaviour by individual students.

Time Out System

To ensure students are showing positive behaviour during break, the Primary Stage uses a 'Time Out' system. If a student is sent to Time Out they are to miss the remainder of break time and all of the next break time. Whilst in Time Out, students are encouraged to reflect on their actions and complete a reflection sheet. It is the responsibility of the member of staff on Time Out duty to record the incident on iSAMS.

A student may be sent to Time Out for the following reasons:

Swearing	Warning If the child repeats the action during the same playtime it will result in a Time Out.
Showing a lack of respect to a teacher	
Ignoring instructions given by a teacher	
Showing a lack of respect(shouting at another child which is causing the child to become upset)	
Damaging school property	
Throwing litter on the floor	
Going upstairs during playtime	
Kicking, hitting, pushing of any kind	Time Out

Achievement Trackers

- Every student has the opportunity to be placed on achievement tracker if need be or if he/she asks for it. This is an opportunity for students to be closely monitored by their teachers and be praised throughout a week for his/her Behaviour and Effort for Learning. This tracker is signed by the teacher after each lesson and a Yes/No grade is awarded against the targets set. The class teacher monitors the tracker each morning and afternoon and the tracker is taken home to be signed by parents after school. This system is supportive and rewarding for the students, the teachers and the parents.
- The completed trackers are placed in the student’s Record of Achievement Folder.
- if a student is not successful in his/her tracker and achieves below the measure of good Behaviour and Effort for Learning, then they will be moved to the Year Leader for further support to ensure that he/she does achieve the necessary level. If the students fails the tracker a second week in a row despite evidence of strategies implemented, the student is moved to the HoS for further support. All steps must be logged in the school system.
- The Achievement tracker offers a platform where strategies are put in place and discussed to support the student’s progress in specific areas.

Consequences for Poor Behaviour and Effort for Learning

- **Class detention** - for repeated low-level poor behaviour and failure to complete learning in class or at home. Teacher to inform parents in Communication Book and keep a record in iSAMS.
- **Isolation** - for stopping the learning of others or lacking respect. Depending on the circumstances, the students will be isolated outside the HoS’s office or the Principal’s office, and complete individual learning tasks. Teacher to provide the work. Teacher to inform parents by phone call and keep a record in iSAMS.
- **Internal suspension** – for punctual and repeated actions that show a lack of respect or for putting the Health and Safety of others at risk. Depending on the circumstances, the students will

be isolated outside the HoS's office or the Principal's office, and complete individual learning tasks. HoS to contact home and keep a record in iSAMS. A meeting with the parents is expected to take place before the student is allowed back in class with classmates. A Warning Letter is issued by the HoS and signed by the parents. All steps to be logged in the school system.

- **External suspension** – If a student has been previously internally suspended and still fails to meet the exact same expectations that granted him/her an internal suspension, the student is sent home with individual learning tasks to complete. HoS to contact home and keep a record in iSAMS. A meeting with the parents is expected to take place before the student is allowed back in class with classmates. A Warning Letter is issued by the HoS and signed by parents. Should a child be externally suspended for more than 15 days in an academic year, it is the responsibility of the school to raise to case with the Ministry of Education.
- **Achievement Tracker** – for repeatedly not meeting the expected level of good Behaviour and Effort for Learning. The student is placed on Achievement Tracker. At first, this will be to his/her class teacher who will offer support and monitor the student throughout the day and keep him/her 'on track'. Teacher to inform parents and keep a record in iSAMS.
- **Subject-specific Tracker** – for repeatedly not meeting a basic expectation with regard to a subject in particular (failing to bring P.E. kit for example). Subject-specific teacher to inform parents, the respective class teacher and keep a record in iSAMS. If the student fails to meet the expectations more than once in the week, subject-specific teacher to organise a meeting with parents and HoS to further support strategies.
- **Leadership Tracker with Year Leader** - If a student fails to meet the expected measure of good Behaviour and Effort for Learning for more than one day of the tracked week(s) with their class teacher, the student is put on tracker to the Year Leader. Year Leader to meet with parents to explain support plan and Year Leader to record in iSAMS.
- **Vice Principal/Principal Tracker** - If a student fails to meet the expected measure of good Effort and Behaviour for Learning for more than one day of the tracked week with the Year Leader, the student is put on tracker to the Vice Principal. Vice Principal to meet with parents to explain support plan and issue Warning Letter. If the student fails to meet the expected measure of good Behaviour and Effort for Learning for more than one day of the tracked week with the Vice Principal, the student is put on tracker to the Principal. Principal to meet with parents to explain (1) support plan and (2) future exit of the school if the tracker is not consistently passed for the following two weeks.
- **Warning Letter** – At all times, should a student put the Health and Safety of another member of the school community in danger, he/she may be issued a Warning Letter. The issuance of two Warning Letters is ground for permanent dismissal from the school.
- Should a child's attendance fall below 70%, it is expected that they will repeat the year, unless there are extenuating circumstances such as a serious medical condition, in which case the discretion is left with the Principal of the school.
- At all times, the school reserves the discretionary right to amend this Behaviour and Effort for Learning Policy to suit the context of the situation.

The Role of Parents

All parents are given a copy of our 'Parent Handbook' when their child starts in the school. The school works collaboratively with parents, so students receive consistent messages about how to behave at home and school.

We expect parents to support their students learning, and to co-operate with school. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If a parent refuses to cooperate with the school, to believe the evidence provided and to trust the teachers' testimonial, and therefore decides not to sign the Warning Letter issued to them, their child will be sent home for two days and a meeting with the Principal will be organised for the parent to sign the letter. If the parent persists in refusing to sign the Warning Letter, the parent understands that they are not supporting the school's ethos, mission and expectations, hence the ability of their child to be successful in the school community. Consequently, their child will not be reenrolled for the following academic year, regardless of the time of the year this refusal takes place.

If the school has to use reasonable sanctions to punish a student, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the HoS. If the concern remains, they should contact the Principal.