



Secondary Department Behaviour Policy

Ethos

At Kuwait International English School we aim to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each and every child. The staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and wellbeing while in school.

There are 6 basic rules that are consistently taught and reinforced throughout the school:

1. **Do be kind and helpful** (Do not hurt people's feelings)
2. **Do be gentle** (Do not hurt anybody)
3. **Do look after property** (Do not waste or damage things)
4. **Do listen to people** (Do not interrupt)
5. **Do work hard** (Do not waste yours or other people's time)
6. **Do be honest** (Do not cover up the truth)

There are also procedural rules e.g. about movement around school which staff ensure that children know and understand.

Expectations of the Head Teacher:

- Implement the School Behaviour Policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of unacceptable behaviour.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents when necessary
- The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. The head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the Ministry of Education has been notified.
- Be aware of and understand his/her rights and responsibilities

Rights and Responsibilities of the Head Teacher

Rights	Responsibilities
To be supported by deputy head and other members of staff	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinion	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive behaviour in others
To use and evaluate new approaches	To support others in developing their skills in encouraging positive behaviour.

Expectations of the Staff

- Create a swift and purposeful start to the lesson
- Deliver a suitably planned and structured lesson which meets all individual needs
- Deal with incidents of inappropriate behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom
- Offer a curriculum that enables pupils to engage
- Provide opportunities to work in groups to develop interpersonal and social skills
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and to enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Record all incidents of unacceptable behaviour as necessary
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities

Rights and Responsibilities of staff

Rights	Responsibilities
To be supported by peers and manager	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinion	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support other staff in developing their skills at encouraging positive behaviour. To acknowledge areas of own behaviour management skills to be developed To use and evaluate new approaches

Expectations of Pupils

- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules.

Rights Responsibilities of Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self-safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Expectations of Parents

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school regularly and on time, correctly equipped and prepared to work

Rights and Responsibilities of Parents

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

Praise is the most important behaviour management strategy. Children should be praised at least three times more often than criticised and criticism should be private. Praise the behaviour through a smile, a thank you, 'thumbs up', a sticker or by telling the child why you are pleased.

Rewards

House points are given to promote:

- Individual Responsibility
- Collective Responsibility
- Positive Behaviour
- Strong School Ethos
- Shared Aims and Goals
- Teamwork
- Positive attitudes to school
- Positive attitude to others
- Effort and application
- Good manners
- Achievements and successes of all kinds

How it works

- Every pupil in the school will be a member of a house:
Kings, Imperial, Emperor, Sovereign
- Pupils in each class will be divided into the four houses and there will be an equal number of pupils in each house across the school.
- Pupils can earn points for their house at any time during the school day or during extra-curricular and out of school activities.
- All members of staff can award points.

What Can Points Be Awarded For?

- Good manners.
- Helpful behaviour.
- Caring and considerate behaviour.
- Special effort and application.
- Improvement in achievement or attainment brought about by hard work and a positive attitude.
- Improvement in behaviour and attitude which pupils have consciously worked at.
- A positive attitude to specific tasks or school life generally.
- Responsible behaviour.
- Changes in attitude/behaviour/effort etc. which have been worked at by individual/groups of pupils.
- Other achievements seen by staff as worthy of recognition.

Display of House Points Progress

- A special house wall will be developed in the school to display the weekly and on-going points total for each house.
- House points will be recorded through **Dojo**
- At the end of each half-term, the winning house will be presented with the House Trophy and members will be rewarded.

Other Important Points

- Each House will have House Captains and Vice Captains (Prefects) who will be responsible for leading the House.
- House Competitions will take place at different times of the year.
- There will continue to be House Sport Awards – Sports Day, football league etc.
- House Captains and members of the Pupil Council can discuss and suggest developments, events, changes etc. to the House System.

All house points should be recorded by the teacher on Dojo.

Once a student reaches a certificate level on the spread sheet, inform the Head of Department who will issue the certificates:

15 = Bronze,

25 = Silver,

50 = Gold,

75 = Emerald,

100 = Sapphire,

125 = Platinum,

150 = Titanium,

175 = Rhodium

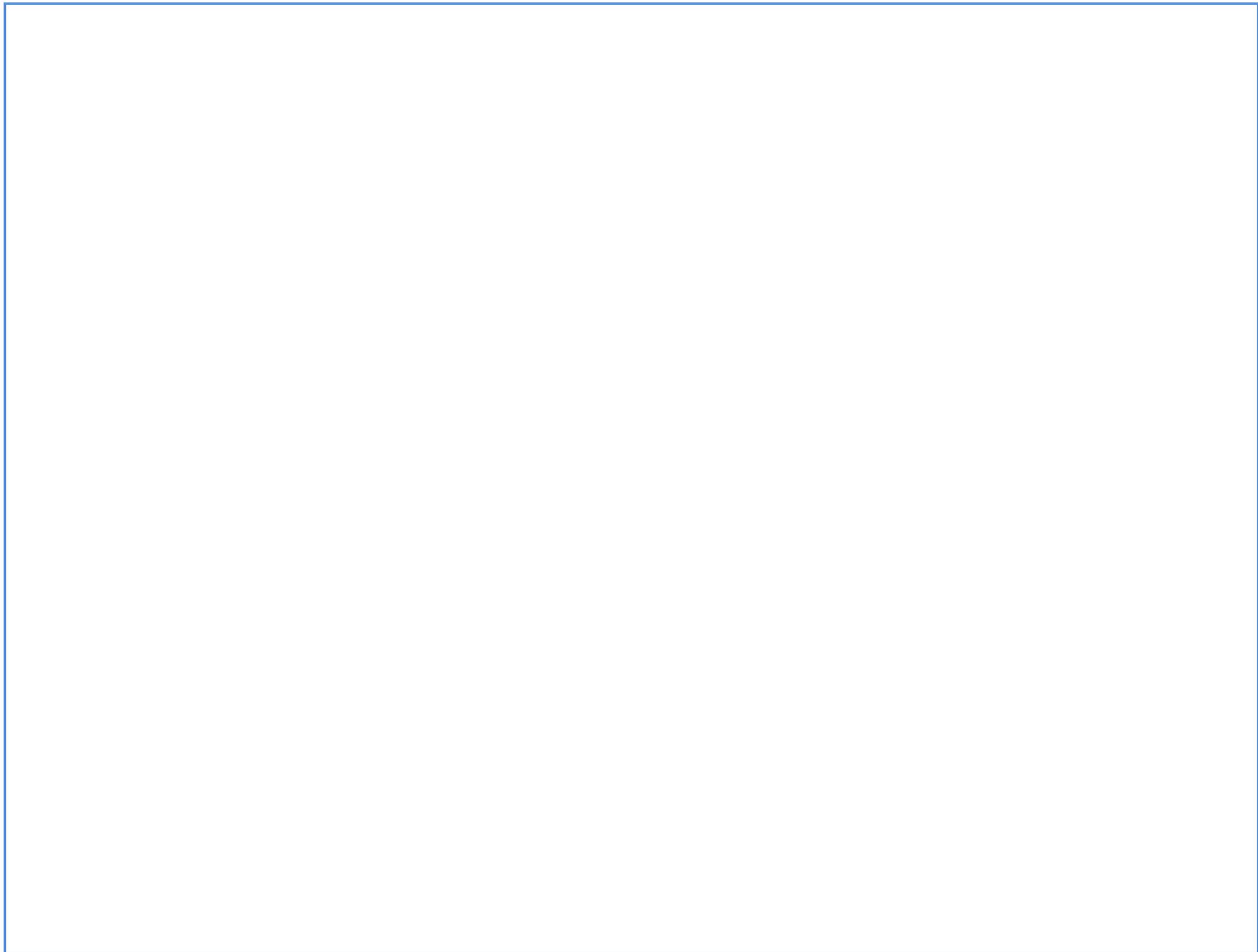
200 = Diamond

When rules are broken

The majority of inappropriate behaviours are initially dealt with by the member of staff in charge. Any incidents of poor behaviour resulting in a warning or beyond will be recorded by the respective member of staff in a database on the school's computer system.

- 1. The class teacher will initially give gentle reminders about behaviour.**
- 2. If the behaviour persists, the student will be moved to sit in another place in the room, changing places with another student if necessary.**
- 3. If behaviour does not change, then a warning is given.**
- 4. Unless a student receives 3 warnings in the same lesson, then no further action will be taken, and the next session should be a new start.**
- 5. Some behaviours will merit moving to a warning or beyond immediately. (See table below)**
- 6. If three warnings are given in one lesson, the student will be put on a Behaviour Monitoring Program and parents will be informed.**
- 7. The Monitoring Procedure will last one week during which time the student will have a monitoring card to be completed by each teacher during the week.**
- 8. The student should aim to get at least 80% positive comments from his/her teachers.**
- 9. Anything less than 80% will lead to a meeting between the teacher who initiated the Monitoring Process, the parents and the Deputy Head.**
- 10. If a student is placed on a Behaviour Monitoring Program for a second time, the monitoring will continue for two weeks. If the behaviour is not improving after the first week (less than 80% positive comments), then the class teachers (those who have indicated unsatisfactory behaviour in their lessons) will meet with the parents.**
- 11. If the unacceptable behaviour continues after having been on a second monitoring session, the class teacher will refer the matter to the Deputy Head.**
- 12. The Deputy Head will investigate and hold a meeting with the parents and the student. Up to two days suspension/exclusion may be sanctioned following discussion with the Head of Secondary.**
- 13. Continuing unacceptable behaviour will result in a meeting between the parents, the student, the Deputy Head and the Head of Secondary. This may result in a further exclusion or expulsion (following referral to the Ministry).**

We do not want to issue warnings easily, but if we are **all consistent** in our approach, the students will very quickly know and stay within the boundaries we have set for them.



<ul style="list-style-type: none"> • Swinging on chair • Interrupting/calling out • Losing concentration • Running inside the school building • Being in the wrong place at the wrong time. • Silly noises • Pushing in line 	<ul style="list-style-type: none"> • Gentle reminders about behaviour/expectations
<ul style="list-style-type: none"> • Ignoring instructions • Rudeness • Affecting other pupil's learning • Inappropriate remark to other pupils 	<ul style="list-style-type: none"> • Change seating position
<ul style="list-style-type: none"> • Minor challenge to authority • Damaging school's/pupil's property • Leaving class without permission • Throwing objects • Lying 	<ul style="list-style-type: none"> • Warning
<ul style="list-style-type: none"> • Harmful/offensive name calling • Persistent swearing • Throwing objects with intent to harm • Continued or more serious cheek/challenge to authority • Stealing • Repeated refusal to do set task 	<ul style="list-style-type: none"> • Monitoring Program
<ul style="list-style-type: none"> • Harming someone • Highly offensive remarks to students. 	<ul style="list-style-type: none"> • Monitoring Program • Meeting with parents and subject teachers.
<ul style="list-style-type: none"> • Violence • Very serious challenge to authority 	<ul style="list-style-type: none"> • Monitoring Program • Meeting with parents and Deputy Head • Up to 1 day suspension
<ul style="list-style-type: none"> • Leaving school without permission 	<ul style="list-style-type: none"> • Monitoring Program • Meeting with parents and Deputy Head • Up to 1 day suspension
<ul style="list-style-type: none"> • Bullying • Racism • First incidence of fighting 	<ul style="list-style-type: none"> • Monitoring Program • Up to 2 days suspension • Meeting with parents and Deputy Head
<ul style="list-style-type: none"> • Fighting 	<ul style="list-style-type: none"> • Monitoring Program • 2 day suspension • Meeting with parents and Deputy Head
<ul style="list-style-type: none"> • Escalating behaviour • No improvement in behaviour 	<ul style="list-style-type: none"> • Monitoring Program • Meeting with parents, Deputy Head and Head of Secondary • 2 days suspension • Exclusion

Children who persistently find it difficult to respond to the actions taken and consequently have many incidents will be brought to the attention of the management team so that an Individual Behaviour Plan can be implemented. This will also include a mentoring program. Parents will be invited to be involved in this process.

In all cases, the only way to come out of the monitoring process is by completing 5 acceptable days on Monitoring.

- Parents need to sign monitoring sheet.
- The monitoring sheet needs to be returned to the issuing teacher for signing.
- Where necessary, the form should also be signed by the Deputy Head/Head of Secondary.
- The pupil can have up to 3 targets (use a second form), but may have only one if deemed necessary.

CONCLUSION

This policy should be seen as fundamental in defining the ethos of the school and will ensure that effective learning and teaching is possible.

Behaviour Expectations for Online Teaching

Just as we set expectations for the students when in school, it is important to have expectations and boundaries when teaching and learning online.

- 1. All staff should be ready to teach their lessons at the set times, opening the class no more than 2 minutes before the start of the lesson.**
- 2. All students should have their cameras turned on, unless you are informed that it is faulty.**
- 3. Students should be encouraged to raise their hands using the on-screen icon, and avoid calling out.**
- 4. Students should mute their microphones while the teacher is teaching. This prevents background noise from their homes from disturbing the other students.**
- 5. Students should behave in online lessons as we would expect them to behave in class, i.e. no eating or chewing during lessons, etc.**
- 6. The students should aim to complete any set classwork during the session time and, if required, sent to the teacher as soon as possible after the lesson. (Ending the lesson 5 minutes before time will allow students to upload work and prepare for their next session.)**
- 7. Any homework set should be sent by the deadline given.**
- 8. Work not submitted should be noted on the teacher's marking sheet.**
- 9. Gentle reminders should be sent to the student. If three consecutive pieces of work are not submitted, or there is non-attendance/non-participation in two consecutive sessions, parents should be informed.**
- 10. If submission of work/attendance fails to improve, a Zoom meeting can be arranged with the parents.**



Behaviour Monitoring Program

Report Number 1 2 3 4 5

NAME: _____ CLASS: _____

STAFF: Please comment on whether this student has achieved his/her target(s) in each session.

LESSON	TARGET 1:	TARGET 2:	Teacher Signature
AM/REG			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Parental Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Deputy Signature: _____

Date: _____

Head of Department signature _____ Date: _____