

Behavior Policy

2023-2024

This procedure is reviewed annually to ensure compliance with current regulations

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| Approved and authorised by | Mr. Sulaiman Akbar Principal |

Introduction:

Bright Learners Private school expects everyone to follow a range of values, which we believe will help to shape our children into model global citizens.

Bright values are:

- Believe in oneself
- Respect
- Inclusion
- Honor
- Tolerance



We teach our children at Bright Learners Private School about these core values during the entire academic year through our curriculum, monthly themes, school activities, and everyday interactions with each other. We ensure that children are introduced to the Bright Values in a child friendly manner. There are regular forums for discussing good behavior and for modelling and teaching strategies to improve behavior. Our Bright Values will be displayed in every classroom based upon the focus of the month.

As a result, these values become the ‘DNA’ of the school and filter into classrooms, corridors, and playgrounds.



Terms

Desirable conduct: Any interactive activity, practice or action leaving a positive impact on the physical or social school environment, and that is in alignment with the school's guiding statements, core values, and educational objectives

Undesirable conduct: Any behavior, conduct or action that is misaligned with the school's guiding statements, core values, and educational objectives and/or leaves a negative impact on the Bright Learners Private School community or on the physical or social school environment.

Student Self-Reflection

At Bright Learners Private School, we have high expectations for learners and we ask them to regularly conduct self-reflection using the questions below:

- Am I showing respect to others?
- Do I respect myself?
- Do I respect Islam?
- Do I understand Islamic values?
- Do I uphold my cultural heritage?
- Are my actions showing consideration for the rights of others?
- Am I being kind, courteous, tolerant, and fair?
- Do I strive to stay healthy?
- Do I respect the school and its core values
- Do my actions serve to support my school?
- Am I doing what is expected of me?
- Can others depend on me to do what I promised to accomplish?
- Am I taking responsibility for my actions and their outcomes?
- Am I showing the courage to resist negative peer pressure?
- Do my words represent the truth?
- Do my actions demonstrate integrity?
- Am I “doing the right thing?”
- Are my actions safe?
- Do my actions promote a safe environment for myself, others and my school?

Expectations of the teacher

Classroom teachers are expected to establish rules and expectations to ensure a learning environment that is conducive to learning. Classroom teachers should use various approaches to learning to meet the learning styles of different students. They must implement various strategies to proactively address undesirable behavior and utilize the Positive Behavior Support and Intervention System (PBIS).

Positive Behavior Support and Interventions (PBIS) is a system that is beneficial for all students and provides effective interventions to ensure that all students are demonstrating positive behaviors. The PBIS framework fits within a multi-tiered system that allows educators to target and support all



students, regardless of their needs. PBIS Tier 1 supports are universal supports that address the needs of the majority of students. Tier 2 supports are more targeted and focus on 10-15% of students who may need more support or additional interventions from Tier 1. Lastly, Tier 3 supports are in place for on average 5% of students who may need intensive intervention. This provides individualized support for students who have more robust behavioral needs.

Our primary resource to support this system is Class Dojo. With the use of Class Dojo as part of an ongoing and robust process, teachers are able to use evidenced-based strategies to foster ideal behavior.

Rewards and praise

At Bright Learners our Behavior Policy focuses on positivity. Rewards are issued to individuals or groups of children for demonstrating exemplary work and good behavior, which reflect our core values. Teachers are encouraged to send children who have worked hard to achieve a particular target to a member of the Senior Leadership Team or Principal for praise and recognition.

Class dojo

Class Dojo is an online program to reinforce positive behavior and communicate with parents. All teachers in the school will utilize Class Dojo for this purpose. Homeroom teachers should ensure that all teachers who interact with the class are added as co-teachers.

Bright Learners believes in transparency and open communication with parents and caregivers. As such, both positive and negative points will be given. If negative points are given, a note should be attached to properly communicate with the parent if more explanation is needed.

Positive points in Class Dojo should be given to reinforce desired behaviors. They can be given to individual students, groups, or an entire class. It is up to teacher discretion how to give points and how often.

School-wide positive and negative skills listed in Class Dojo and their point values are:

| Positive Behaviors & Points | Negative Behaviors & Points |
|---|-----------------------------|
| <ul style="list-style-type: none"> • Participating + 1 point • Not Following Safety Rules - 2 points • On Task +1 point • Dishonest - 2 points • Persistence/Working Hard + 2 points • Disrespectful - 2 points • Clean Area + 1 point • Following Safety Rules + 2 points • BRIGHT POINT + 5 points (see below) | |
| Positive Behaviors & Points | Negative Behaviors & Points |
| <ul style="list-style-type: none"> • Helping Others + 1 point • Hurting Others - 3 points • Teamwork/Collaboration + 1 point | |

Bright points

Bright Points are a whole school reward system to encourage children to work together to achieve success. Bright Points can be allocated to individuals or groups of children inside Class Dojo when they have reinforced the Bright Values extremely well beyond normal expectations. Potential reasons for giving out Bright Points could include:

Exceptional work in which a child has exceeded their target or expectations BLPS:

- Being extremely kind and caring to one another
- Showing exceptional sporting behavior during school events
- Sporting achievement during school events
- Being a positive role model to other children
- Being inclusive with other students
- Showing exceptional behavior
- Being recognized for positive behavior on the bus
- Being particularly respectful to adults and children
- Showing resilience and determination when things are hard
- Be honest
- Being an excellent critical thinker
- Showing initiative and innovation

Bright Points have a high value and should be given out for exceptional circumstances only. All members of staff are encouraged to reward Bright Points. As a school, we strive to ensure a consistent approach in giving out Bright Points. As such, teachers should refrain from giving out Bright Points for behavior that is expected every day.

Totals of points will be displayed within the classroom and celebrated throughout the week.

Assemblies

Assemblies will be held bi-weekly to award students with the most “Bright Points” during the previous two weeks.

Celebration Assemblies

The total number of points accumulated across the entire school will be totalled and then shared with all students as part of a celebration assembly at the end of each term. The class which has accumulated the greatest number of points will be treated to a reward option. The student who has accumulated the most “Bright Points” will receive a Bright Point reward. Certificates will also be given out to children who have shown exceptional Bright Values.

At the end of the year, the class which has accumulated an Individual Bright Point cup is also awarded at the end of each term and at the end of the year.

Bright spot of the week

Once a week, a child from each class will be recognized during the bi-weekly assembly and awarded 'The Bright Spot of the Week' certificate. This will be awarded for exhibiting the school's Bright Values.

Behavior Chart

In each classroom a behavior chart will be displayed. This board indicates the current behavioral levels of Bright Learners in the and the meaning of each level as indicated below. All children will begin each day on green. Teachers have discretion to move student clips up or down and are encouraged to allow students to correct their behaviors in order to move back up.

Kindergarten to Grade 2

*All children start on GREEN at the beginning of every day. In Kindergarten to Grade 2, this consists of five sections as follows:

- Purple "Awesome Behavior" indicates exceptional behavior -**BRIGHT POINT**
- Blue "Good Choices" indicates better than average behavior.
- Green "Ready to Learn" indicates expected behavior.
- Yellow "Think About It" indicates less than expected behavior.
- Red "Parent Contact" indicates unacceptable behavior.

Grades 3-5

All children start on GREEN at the beginning of every day. In grades 3-5, this continues to consist of five sections with different wording as follows:

- Purple "I am being a ROLE MODEL to others" indicates exceptional behavior. **BRIGHT POINT**
- Blue "I am making GOOD CHOICES" indicates better than average behavior.
- Green "I am doing my BEST to learn" indicates expected behavior.
- Yellow "I can IMPROVE my choices" indicates less than expected behavior.
- Red "I can DISCUSS my choices with my parents" indicates unacceptable behavior.

CONSEQUENCES (within one school day)

Kindergarten to Grade 2 Consequences:

Stage 1: Child given a verbal warning

Stage 2: Move clip from Green to Yellow. If during the lesson, the child's behavior improves, the child may return to Green.

Stage 3: Move clip from Yellow to Red and parent is notified via Class Dojo message, email, or phone

Stage 4: Parents will be asked to come into school to meet with the teacher. Principal is informed.



Stage 5: After multiple documented infractions, with no evidence of progress or response to teacher interventions within a week, the teacher refers the student to the Counselor for behavioral interventions. The Counselor then schedules observations and parent meetings in order to provide support to the student for improving behavior. Following the parent meeting, a short-term behavior plan will be implemented. The principal is to be informed of these steps. All actions leading up to this stage must be thoroughly documented.

Grades 3 - 5 Consequences:

Stage 1: Child is given a verbal warning.

Stage 2: Child is moved to Yellow. If during the lesson, the child’s behavior improves, the child may return to Green.

Stage 3: Child moved to Red. At the Red stage, the child will have a consequence, which will be in the form of losing break/ lunchtime. If the child loses a break, a designated staff member will sit with them and ask the child to reflect on their actions.

Stage 4: If a child continues to misbehave, their parents are asked to come into school to meet Bright with the teacher and set up support strategies.

Stage 5: After multiple documented infractions, with no evidence of progress or response to teacher interventions within a week, the teacher refers the student to the Counselor for behavioral interventions. The Counselor then schedules observations and parent meetings in order to provide support to the student for improving behavior. Following the parent meeting, a short-term behavior plan will be implemented. The principal is to be informed of these steps. All actions leading up to this stage must be thoroughly documented.

All suspensions will be shared with the KHDA for their records.

Please note that in some cases, a child may move immediately to Tier 3. (Tiers below)

Behavior Tiers with Actions: (Please note the school’s response differs for Students of Determination and Early Years Learners. For SODs, we as a school must determine if the behavior is a manifestation of the child’s exceptionality.)

| Tier 1 Behaviors (Classroom Management) | Tier 2 Behaviors (Classroom Management) | Tier 3 Behaviors (Send to office) |
|---|--|--|
| <ul style="list-style-type: none"> Unacceptable Use of Technology Out of assigned area Running Inappropriate Gestures Failure to follow classroom/playground rules | <ul style="list-style-type: none"> Chronic level 1 behaviors Disrespect to adults Skipping the class Name calling/quarrelling Non-compliance Cheating Stealing Horse playing that could result in injury | <ul style="list-style-type: none"> Chronic level 2 behaviors Continued disrespect towards adults Directory profanity/serious threats to do physical harm Racial/sexual remarks Possession of or under the influence of drugs and/or immoral items Fighting/similar acts Bullying/harassment |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Uncooperative behavior • Unsafe rough Play • Class Disruption • Not following Directions • Dress Code Violation • Refusing to Follow Safety Rules | <ul style="list-style-type: none"> • Continues class disruptions • Continued unacceptable use of technology • Non-directed profanity | <ul style="list-style-type: none"> • Aggressive behaviors towards others • Self-injurious threats • Highly Inappropriate Use of Technology (pictures without permission, misuse of social media, accessing others' accounts, committing fraud, use of technology for level III behaviors) • Damaging school equipment • Defamation of political, religious, or social symbols |
| Actions for level 1 | Actions for level 2 | Actions for level 3 |
| <ul style="list-style-type: none"> • Verbal Corrections • Recorded the Infraction • Reflection Time • Denial of Privileges • Mindfulness Room • Message Parent/Guardian • Phone Parent/Guardian • Conference with Parent/Guardian | <ul style="list-style-type: none"> • Mentor teacher contract • Mindfulness room • Conference with parent and guardian • Behavioral contract • Official letter to parent (admin only) • Conference with principal • Parent pick up | <ul style="list-style-type: none"> • Contact parents/guardian • Administrative conference with parent/guardian • Student escort at school (parent expenses) • RTI procedures • In/out school suspension • Others as determined by administration. |

On the playground or while off site, a similar behavior system applies.

Stage 1: The child is given a verbal warning

Stage 2: The child spends time out with the teacher on duty or with the party leader in the case of being on a school trip to complete a reflection.

Stage 3: If the behavior is repeated the child spends the rest of break with the teacher on duty. Off site, the student is removed from the group and will sit out for a period with the party leader in order to reflect and change behaviors.

Stage 4: Continued unacceptable behavior results in time out spent with a member of the Leadership Team of Admin staff. Off site, the principal is contacted to call the parent to pick up their child from the offsite location.

Behavior Expectations in different school settings

All students are expected to demonstrate high standards of behavior at all times. This includes moving around the school, in all social areas, and on the way to and from school.

In the Corridors

- Always walk quietly
- Respect displays of work
- Always be safe and sensible
- Listen to the teacher (on duty)
- No running
- Stay to one side of the hallway

In Assembly

- Always walk quietly in and out of assembly
- Listen attentively with respect to the recitation of Quran
- Do not applaud after Quran recitation
- Give due respect and pride to the National Anthem
- Look, listen and reflect quietly to the Assembly presentations
- Participate actively in the morning exercises
- After the assembly disperse quietly and move to the classes in straight lines
- Always play safely and never play-fight
- Be a friend to others who want to join in
- Always listen carefully to staff
- Treat each other kindly and fairly
- Always line up quietly
- Throw trash in the bins only

At the Offices

- Always knock on the door before you enter
- Wait quietly for your turn
- Be respectful when addressing elders/staff
- In the Bathrooms
- Respect the privacy of other students
- Maintain the cleanliness of the bathrooms
- Demonstrate exceptional hygiene practices
- No loitering

E-Learning Behavior

Students will use the technology resources in a positive and responsible manner that reflects the school's core values. All students are expected to use the technology resources in a legal, responsible, ethical, and polite manner in adherence to school policy and UAE laws. Students will practice safe and appropriate online remote learning.



Suspension

Suspension is only used for very serious incidents when other methods of support have not been effective. Only the Principal has the authority to suspend a child from the classroom. If a child is removed from school, the KHDA will need to be informed and this agreed upon with them. Documentation of investigation of very serious incidents or continual unacceptable behavior over a period of time needs to be evidenced and kept safe.

If the Principal assigns in school suspension, he/she will inform the parents immediately, the child will be removed from the classroom, the situation talked through with the parents, and a behavior plan established prior to the student returning to the classroom.

If the Principal assigns out of school suspension, this needs to be agreed upon with the KHDA whereupon, the parents will be informed immediately, the child will be collected, the situation talked through with the parents, and a behavior plan established prior to the student returning to school.

*It is unlikely that permanent suspension will happen in the Primary phase of school. However, with the launch of the Secondary Phase of school, this scenario could happen. In this circumstance, the school would be required to approach the KHDA for approval.

Exceptions for Inclusion

As a fully inclusive school, we understand that some children need extra support. Some children may have an Individual Behavior Plan and a separate system for rewards and consequences. The Inclusion Coordinator or Teacher, parents, adults working with the child, and the child themselves, agree to this. For further details, please refer to The Inclusion Policy.

Appendix A - Behavior Charts

KINDERGARTEN - GRADE 2



GRADES 3-5



Appendix B - Office Referral Form (found on shared drive)

This form must be accompanied by documentation for Tier 1-2 behaviors

| Discipline Referral | | |
|--|--|---|
| Student Name: | | Reporter: |
| KHDA Number: | DOB: | Grade: |
| Date Of Incident: | Time of Incident: | Nationality: |
| Parent/Guardian: | Phone Number: | SEND: Yes No |
| | | Location of Incident: |
| | | Number of Referrals: 1 st 2 nd 3 rd |
| Level I (Deal w/in Classroom) _____ Unacceptable Use of Technology _____ Out of assigned area _____ Running _____ Talking in classroom _____ Inappropriate Gestures _____ Failure to follow classroom/playground rules _____ Uncooperative behavior _____ Unsafe rough play _____ Class Disruption _____ Not following Directions _____ Dress Code Violation _____ Refusing to Follow Safety Rules | Level II (Deal w/ in Classroom and with school resources) _____ Chronic Level I Behaviors _____ Disrespect to Adults _____ Skipping Class _____ Name-calling/Quarreling _____ Non Compliance _____ Cheating _____ Stealing _____ Horse playing that could result in injury _____ Continued Class Disruptions _____ Continued Unacceptable Use of Technology _____ Non-Directed Profanity _____ Innapropriate physical contact | Level III (Send to the Office) _____ Chronic Level II Behaviors _____ Continued Disrespect towards Adults _____ Directed Profanity / Serious threats to do physical harm _____ Racial / Sexual Remarks _____ Possession of or under the influence of drugs or inappropriate items _____ Fighting / Similar Acts _____ Bullying / Harassment / Pattern of Aggressive Behaviors Towards Others _____ Self-injurious threats _____ Highly Inappropriate Use of Technology (pictures without permission, misuse of social media, accessing others' accounts, committing fraud, use of technology for level III behaviors) |
| Actions for Level I Offenses: _____ Verbal Cerections _____ Recorded the Infraction _____ Reflection Time _____ Denial of Privileges _____ Mindfulness Room _____ Message Parent/Guardian _____ Phone Parent/Guardian _____ Conference with Parent/Guardian | Actions for Level II Offenses: _____ Level I Actions _____ Mentor Teacher Contact _____ Mindfulness Room _____ Conference with Parent/Guardian _____ Behavioral Contract _____ Official Letter to Parent (admin only) _____ Conference with Principal _____ Parent Pick-up (admin only) | Actions for Level III Offenses: (admin only) _____ Contact Parents/Guardian _____ Administrative Conference with parent/guardian _____ Student Escort at School (parent expense) _____ RTI Procedures _____ In/Out of School Suspension _____ Other: _____ |
| Reporter Comments: | | |
| Parents/Guardian Contact Comments (date, time, outcome) : | | |
| Administration Action: | | |
| Student Signature: _____ | | Parent Signature: _____ |