

# BEHAVIOR MANAGEMENT POLICY

**AY: 2025 - 2026**

<b>Date of Policy</b>	August 2021
<b>Date of last review</b>	August 2025
<b>Date of next review</b>	August 2026
<b>Lead Member of Staff</b>	Principal & Head of Wellbeing



## BEHAVIOR MANAGEMENT POLICY (2025 - 2026)

### INTRODUCTION

Vernus International School is a caring school that regards the moral, emotional, and spiritual development of all its pupils as important.

All members of the school community need to have a strong sense of the values we wish to promote and an understanding of right and wrong.

Children are expected to maintain a high standard of civilized and considerate behavior at all times, and all our children must accept that they are responsible for their actions and that their actions always have consequences.

- We handle behavior issues in a way appropriate to the child's stage of development and level of understanding.
- We show that good behavior is valued.
- We establish clear expectations and boundaries.
- We record all significant incidents relating to the behavior and the sanction administered.
- We implement strategies, including the arrangement and management of the classroom, which encourage positive behavior.
- We demonstrate that a child is still valued even if his/her behavior is unacceptable.

### Encouraging Positive Behavior

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring certificates awarded out of school, to show their friends and teachers.

### Consequences of Unacceptable Behavior

We intend consequences to be related to the misdemeanor so that children understand cause and consequence.

These will be reasonable and fair. We believe in positive correction, including applying sanctions when necessary.



## The Approach

The school recognizes every child's right to be educated in a safe, supportive, and orderly school environment free from disruptions and obstacles that impede learning. Hence, our school does its very best to provide a positive school ethos and a positive behavior approach which helps instill values, attitudes, and behaviors that align with the expectations of the local culture and the local education authorities.

Although the school has several rules, our behavior policy is not primarily motivated by rule enforcement but rather a means of promoting good relationships and using positive behavior strategies so that people can work together with the common purpose of helping everyone to learn.

Our school will:

- promote the values of honesty, trust, fairness, tolerance, compassion and politeness
- reinforce positive behavior at every opportunity
- educate students to take responsibility for behaving in an appropriate manner
- discuss and share what constitutes acceptable behavior by creating class rules
- enable students to learn from their mistakes
- ensure that students understand their role in school and society
- ensure that students know and understand what good behavior

This policy should be consistently applied although staff will use their professional discretion and consider each student's circumstances.

## ROLES AND RESPONSIBILITIES PRINCIPAL

The principal is responsible for the implementation of this policy and its procedures.

## STUDENTS

At our school, we expect our students to be honest, respectful, considerate, and responsible so that everyone can enjoy a happy, safe environment in which each individual feels respected and valued. Students will conduct themselves with dignity and respect the cultural traditions and the laws of the country.

- Students are at all times, including on their way to and from school, expected to:
- be courteous, responsible, and honest
- show respect for other people, their learning, and the environment
- participate in promoting a positive school community
- promote a positive attitude towards learning



- wear the correct school uniform and show pride in their appearance
- complete schoolwork punctually and to the best of their ability
- move around the school in a safe and sensible manner
- obey school rules and instructions by the school staff
- follow the rules and regulations of the country
- We encourage our students to avoid resorting to violence in any situation. If in trouble, our students are expected to seek help from a member of staff. Any form of bullying, aggression, or intimidation is not tolerated in our school.

To ensure the safety and well-being of all our students, we advise our students not to:

- Carry any objectionable device or instruments that may harm self, others, or school property
- Bring valuable articles to the school. The school will not be responsible for the loss of these articles
- Lend or borrow money
- Sell or purchase goods from each other
- All these principles are reinforced daily so that students get to know them and learn to behave in the way that is expected of them.

#### **STAFF MEMBERS**

- Our staff is expected to treat all students fairly and apply this behavior policy consistently. Staff should keep in mind that we address the behavior and not the child.
- We expect all of our staff members at all times to model and promote the positive behavior that is expected from the students.
- We expect the staff to ensure that
- students are continuously shown what the correct behavior is in all situations
- students are given lots of positive feedback so that they are encouraged to be responsible and well-behaved
- Corporal, physical, and demeaning punishment is expressly forbidden in our school.

Teachers are wholly accountable for the behavior in their classroom. They ensure that school rules are enforced in their classes as they hold high expectations of each student's behavior and commitment to learning to the best of their ability. These expectations are no less in other school areas such as the canteen, playground, hallways, and restrooms. Teachers are expected to treat students fairly as they apply the classroom code consistently with respect and understanding.



## PRACTICES AND PROCEDURES

- POSITIVE BEHAVIOUR APPROACH & MTSS System
- Our school utilizes the Positive Behavioural Interventions and Supports (PBIS) system (see <https://www.pbis.org/> for more information).
- *'PBIS sets up three tiers of support for students and staff in a school.'*

**Tier 1** is a schoolwide, universal system for everyone in a school. Kids learn basic behavior expectations and like to be respectful and kind. School staff regularly recognize and praise kids for good behavior. They may also use small rewards, like tokens or prizes, to encourage kids.

**Tier 2** provides an extra layer of support for kids who continue to struggle with behavior. Kids get a set of evidence-based interventions and instruction. For example, some kids may interrupt class because they struggle with social interaction. A Tier 2 strategy might be a "social skills club" to help these kids learn how to get along with peers.

**Tier 3** is the most intensive level. It's for kids who need individualized support and services because of behavior issues.'

Our school rules are practical and designed to ensure the smooth running of the school and the safety and well-being of all.

We actively promote and reinforce good behavior rather than merely deterring anti-social behavior. We give regular praise and positive feedback, as we believe that this will develop an ethos of kindness and cooperation. We celebrate students who contribute to creating and sustaining a respectful and supportive learning environment.

## CLASS RULES

Students will agree on their class rules with their class teacher and sign their names on a copy; the class rules will be displayed in the classroom. Whilst the exact rules might vary slightly from one group to the other, the class rules should be aligned with the school's behavior policy and rules.

## OPPORTUNITIES TO PRACTICE GOOD BEHAVIOUR

To promote positive behavior, active participation, and the work ethic of the students, we provide opportunities for students to practice being responsible members of the community. The students have opportunities to practice good behavior in several ways, such as character nomination, by planning and organizing events and initiatives, as well as by participating in projects, programs, and inter-school and student council activities. Our school considers the



views of our students, embraces their ideas, and involves them in the everyday functions of the school.

## REWARDS AND CONSEQUENCES

Students who support and contribute to a positive school setting will receive age and gender-appropriate rewards and recognition for positive behavior. For those students who willfully disrespect school rules and engage in negative behavior, the school will use appropriate guidance and disciplinary actions to address the situation and to ensure the students know what is expected from him/her.

Teachers use a 'Rewards and Consequence System' in class. If the child displays positive behavior, he/she is rewarded in various ways including behavior points. However, if a child shows unacceptable behavior after warning and counseling, a consequence system is implemented by the teacher. Many issues will be resolved by the teacher at this stage.

## REWARDS

### POSITIVE BEHAVIOR FOR LEARNING MATRIX

	Safe	Respectful	Learner
At school I am...	<ul style="list-style-type: none"> <li>• I keep my hands and feet to myself</li> <li>• I follow directions quickly and quietly</li> <li>• I use all equipment safely</li> <li>• I think before I act</li> </ul>	<ul style="list-style-type: none"> <li>• I respect others' personal space/items</li> <li>• I treat myself and everyone with respect</li> <li>• I use polite language</li> <li>• I use the appropriate voice for different situations</li> </ul>	<ul style="list-style-type: none"> <li>• I am a good listener</li> <li>• I am prepared for class</li> <li>• I always do my best</li> <li>• I am a critical thinker, so I ask questions and work independently.</li> </ul>

We praise and reward students for positive behavior to reinforce it in a variety of ways, such as but not limited to:

- praising and celebrating good behavior in class and assemblies
- congratulating students
- Character nomination (every month)
- encouraging students to take responsibility in the classroom and around the school
- rewarding achievement with certificates and awards
- acknowledging achievements and positive attitudes through school council and class monitors



- Because our behavior approach is positive, we give immediate, positive feedback whenever possible, considering the student's age level and usual behavior.

#### 4 levels of rewards

- Student of the Day – Every day
- In-class ticket system every week
- In class reward every 4 weeks
- Whole school rewards every 10 weeks

Star of the week - Assembly Recognition every week

We will be having four levels of rewards in our school, varying from daily, weekly to every 10 weeks.

- Our **first reward** will be based on the student of the day. Teachers can pick a student of the day based on overall positive behavior in the class & give them a reward from the School Bus Box.
- Our **second reward** is our weekly prize draw. Each classroom is going to be provided with a prize bucket with lots of small prizes. Every time you notice someone following our expectations you give them a ticket. They write their name on it and return it to you. On a Friday afternoon 5 tickets are drawn out of a box and those 5 students choose a prize. You could also give tickets to students not in your class if you see them doing the right thing. They would put their ticket in their class box.
- Our **third reward** is a once-a-month event that is done within their grade level. It is up to the teachers to decide what this might be, for example, it could be a popcorn/pizza party. To attend this a student cannot have been in detention more than three times in the previous month.
- Our **last reward** happens every 10 weeks. This one is organized by the Behavior Team and could be events such as an in-school movie or a field trip. To attend this a student cannot have been in detention more than 5 times in the previous 10 weeks.

## CONSEQUENCES

While we recognize, praise, and reward the very good behavior exhibited frequently by the majority of our students, we have consequences and sanctions to enforce school rules and to ensure a safe and positive learning environment.

These will be deployed if a student chooses to break school rules and behave unacceptably. Sanctions are chosen carefully to match the behavior and stage of development of the student, their purpose being to allow the student to reflect on the poor choice of behavior



and to demonstrate to others within the school that this behavior is unacceptable. We wish to help the student to make better choices in the future.

All sanctions will take individual circumstances into account and be in proportion to the offense. We use private rather than public reprimands whenever possible. It is of utmost importance to us that in all cases it is clear to the student and parents why a sanction has been applied so that the student can learn from his mistakes. We continuously advise the students what changes in behavior are required.

The school will deal with any discipline incidents swiftly and sensitively, taking care to address the behavior and not to label the student. In the case of a student behaving inappropriately, the issue will be escalated through a clear set of procedures reflecting the seriousness of the incident. The steps in the process are:

### Negative Consequences

LEVEL - 1 Infraction			
Rating	Behavior	Action Needed	Offence Level
Level - 1	<b>Mild Infractions</b> <ul style="list-style-type: none"> <li>• Disobedience</li> <li>• Foul Language</li> <li>• leaving class without permission</li> <li>• Use of electronic gadgets without permission</li> <li>• Damaging school property</li> <li>• Answering back</li> <li>• Littering</li> <li>• Eating in class/chewing gum</li> <li>• Improper dress</li> <li>• No timely submission of work</li> <li>• Disturbance in Class</li> </ul>	Students Knows strategies and can responds appropriately	<b>Offence – 1</b> Teacher Log & Record •Behavior Note •Warning (Verbal)  <b>Offence – 2</b> •Teacher Log & Record •Head of Section Involvement • Parents are notified (verbal) by call •Detention  <b>Offence – 3</b> •Teacher Log & Record •Head of Wellbeing/HOD's Involvement •Warning Form No. 1 •Parents are notified (written and verbal) & Meeting with parents •half – 1 Day suspension





LEVEL - 2 Infraction			
Rating	Behavior	Action Needed	Offence Level
<b>Level - 2</b>	<b>Moderate Infractions</b> <ul style="list-style-type: none"> <li>An extended version of stage – 1 infractions</li> <li>Unkind remarks/rude/aggressive</li> <li>Stealing</li> <li>Truancy</li> <li>Racist/Sexist comments or behavior</li> <li>Bullying</li> <li>Misuse / damaging the fire alarm or fire fighting equipment</li> </ul>	Interventions & Daily Report for 1 Week	<b>Offence – 1</b> <ul style="list-style-type: none"> <li>Teacher Log &amp; Record</li> <li>KG/Elementary Coordinator's involvement</li> <li>Opportunity for apology/make it right</li> <li>Detention / half day suspension</li> </ul> <b>Offence – 2</b> <ul style="list-style-type: none"> <li>Teacher Log &amp; Record</li> <li>Head of Wellbeing / HOS Involvement</li> <li>Warning Form No. 1</li> <li>Parents are notified (written and verbal) &amp; Parent conference</li> <li>1 Day suspension</li> </ul> <b>Offence – 3</b> <ul style="list-style-type: none"> <li>Teacher Log &amp; Record</li> <li>Head of Wellbeing, HOS &amp; Principal's Involvement</li> <li>Warning Form No. 2</li> <li>Parents are notified (written and verbal) &amp; Parent conference</li> <li>1 – 2 Day suspension</li> </ul>

LEVEL - 3 Infraction			
Rating	Behavior	Action Needed	Offence Level
<b>Level - 3</b>	<b>Major Infractions</b> <ul style="list-style-type: none"> <li>An extended version of stage – 2</li> <li>Truancy</li> <li>School/possession of smoking material</li> <li>Major Forms of Bullying /Cyber Bullying</li> <li>Downloading/Installing/Possession of Objectionable Material</li> <li>Hitting/Kicking/Fighting/Physical Abuse</li> <li>Possession of any unauthorized material/stolen item such as a mobile phone</li> <li>Talking to or attempt to communicate with or disturb other candidates once you have entered the exam hall</li> </ul>	Interventions & Daily Report for 2 Week	<b>Offence – 1</b> <ul style="list-style-type: none"> <li>Teacher Log &amp; Record</li> <li>Head of Wellbeing/Head of KG/Elementary Coordinator's involvement</li> <li>Opportunity for apology /make it right</li> <li>Parents are notified (written and verbal) &amp; Parent conference</li> <li>Half Day – 3 Day suspension</li> </ul> <b>Offence – 2</b> <ul style="list-style-type: none"> <li>Teacher Log &amp; Documentation</li> <li>Head of Wellbeing &amp; Principal's Involvement</li> <li>Parents are notified (written and verbal) &amp; Parent conference</li> <li>3 – 5 Day suspension</li> <li>Possible police involvement</li> </ul> <b>Offence – 3</b> <ul style="list-style-type: none"> <li>Teacher Documentation</li> <li>Head of Wellbeing &amp; Principal's Involvement</li> <li>Parents are notified (written and verbal) &amp; Parent conference</li> <li>Up to 10 days suspension / Paper cancellation</li> <li>Possible police contact or external agencies such as Child Protection Unit (80085) / email the incident report to KHDA if required</li> </ul>

A follow-up meeting is held with the student, parents, and teacher or management within one month of creating the behavior target card or individual behavior plan. Students may be



referred to the learning support team or head of wellbeing for further counseling and behavioral support.

In the case of behavior causing or being at risk of causing physical endangerment of fellow students, school staff, or other people, the school has the right to proceed directly with stages 4-7 depending on the severity of the incident. Examples include but are not limited to fighting and bringing dangerous substances or weapons into the school.

In exceptional circumstances where no improvement is seen in the student's behavior, despite all the above actions, the school will refer the student to the local education authority for advice.

The class teacher will report to parents about the progress of each student in their class in line with the whole school policy. All consequences are logged and monitored.

In each classroom, we will have a traffic light system for tracking where our students are each day in terms of their behavior. You can see that we have added blue to make it 4 levels.

- Green is where we want our students to be each day
- This means they are following our school expectations. So each morning at the beginning of class each student's name needs to be moved to the Green level.
- Their behavior from the day before doesn't affect today – all students deserve to start each day positively and not be held back by their behavior from the day before.
- The next level is Yellow.
- A student has their name moved here to serve as a warning that their behavior isn't acceptable, and they aren't following the school expectations.
- The PBL Matrix can be referred to when it looks like a student may be losing concentration and isn't following our expectations. For example, are you respecting others' personal space? This is a redirection, which isn't necessarily a warning. It is a strategy that can be used to allow a student to reflect on their behavior and prevent the need to receive a formal warning.
- The next level is Blue, which is a break detention.
- A student is moved here when either they have received sufficient warnings OR the behavior warrants an immediate detention.
- If the detention is carried out on the day of the infraction, students are to be moved back to green upon returning to class.



- If the detention isn't done the day of the infraction the student still returns to green the following morning BUT they still need to attend detention the next day.
- The final level is the Red level, which is an Office Referral.
- A student is moved here when all other avenues have been exhausted. Fill out an office referral and contact me or HOD who will come and remove the student from the classroom.
- So throughout the day, you will be moving their names up and down the chart, depending on their behaviors, with we aim to have everyone stay on the green.

## EXCLUSION

We do not wish to exclude any student but sometimes this may be necessary. If there is still no improvement in the student's behavior after repeated actions and counseling, the school may be constrained to consult the local education authority before expelling the child from school. Only the principal may exclude a student. Exclusion will be considered in response to a serious breach of the school's policy. Examples of reasons for immediate dismissal are:

- behavior is injurious or severely harmful to other students or staff members
- breaking the country's laws and regulations
- wilful damage to the school property

The school will ensure that the needs of the whole school are considered when any action is taken. Before a decision to exclude, the principal will: consider all the facts and evidence available in the context of equal opportunities issues and other relevant matters and guidance

- where possible, allow the accused student to give his/her version of events
- check whether there are any mitigating circumstances (e.g. provocation)
- consult with others

A return-to-school meeting will be set up by the school following a fixed period exclusion, to establish a risk assessment, issue a target card or individual behavior contract, depending on the age of the student, and discuss further support mechanisms for the student.

An individual behavior plan will be set for any student who has two separate fixed-term exclusions over an academic year. This plan will include:

- how the student's education can be continued
- how problems may be addressed



- what arrangements will best help with reintegration
- SMART targets

In extreme and exceptional circumstances, the principal may exclude a student permanently. It is also possible for the principal to convert a fixed-term exclusion into a permanent exclusion should circumstance warrant. Parents are informed immediately if the principal excludes a student. The school governing board (SGB) will be informed about any exclusions.

### **PROFESSIONAL DEVELOPMENT**

Staff will receive training that focuses on knowing the students well to develop positive engagement in an atmosphere of warmth, support, and clear expectations. Each academic year there will also be professional development activities to ensure every member of staff knows how to use the positive behaviour approach in their interactions with students. A positive behavior approach will also be reinforced by leaders during classroom observations.

### **RECORD KEEPING**

Teachers will document any issues initially in the student's school diary. If necessary, an individual behavior plan and/or Individual Education Plan (IEP) will be created and managed. The school will also document behavior issues in the student incident report form and behavior log.

### **COMMUNICATION WITH PARENTS**

We are committed to working in partnership with parents. If a student's behavior is of concern the school will contact the parents and may ask for their support in dealing with any issues that arise. We appreciate the support of parents in reminding students of the expectations of the school and in supporting them to make good choices in school as we assist them in developing the ability to make good choices in later life.

We expect parents to maintain a constructive and supportive dialogue with the school, and to attend meetings that address their child's behavior and attitudes.

We also collaborate with parents so that students receive consistent messages about how to behave at home and school. If reasonable sanctions are implemented to show to a student that the behavior shown is not acceptable, we expect parents to support the school's action.

The behavior of students will be reported to parents, defined as follows:

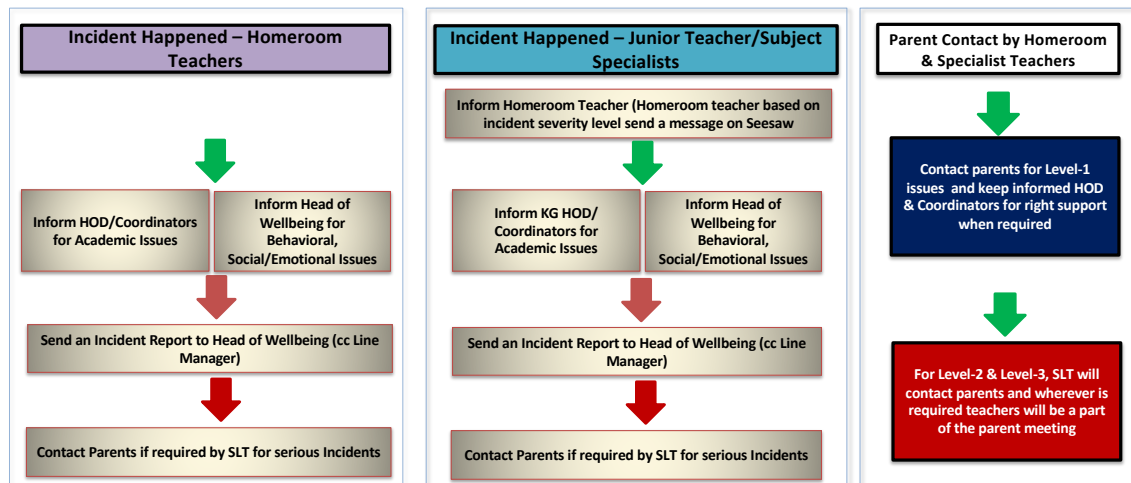
- Level 1 - The student self-manages his/her behavior and/or the student occasionally requires teacher intervention to assist good behavior



- Level 2 - The student's behavior often requires involvement from teachers or parents (the student's behavior is being monitored by the Head of Wellbeing, Head of KG/Elementary Coordinator)
- Level 3 - The student's behavior needs professional involvement from a Head of well-being, educational psychologist, or another professional

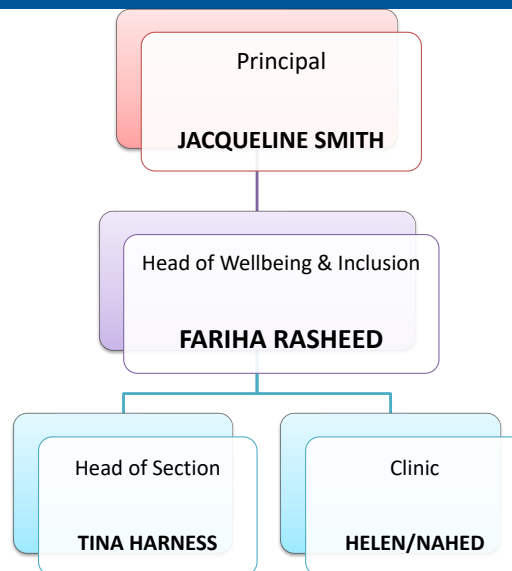
## Incident Reporting System

### Incident Reporting System



## BEHAVIOR TEAM

### Behavior Team (2025– 2026)



## REVIEW

The Head of Wellbeing, and the Principal will review this policy at least once a year.

