Vernus International School

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BEHAVIOR MANAGEMENT POLICY

AY: 2026 - 2027

Date of Policy	August 2021
Date of last review	August 2026
Date of next review	August 2027
Lead Member of Staff	Head of Wellbeing, Principal

BEHAVIOR MANAGEMENT POLICY (2026 - 2027)

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, respecTul, 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 .ers 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 expecta.ons and like to be respecBul 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 interven.ons and instruc.on. For example, some kids may interrupt class because they struggle with social interac.on. 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 respecTul and supportive learning environment.

	Academics	Behavior	Attendance	Social/Emotional
Tier 1 Supports	Interventions Classroom support walkthroughs and feedback Professional Development Caregiver/Teacher communication Teacher strategies: * prompting, reateaching, visual cues, controlled choices,timer, restorative questions Class calm corners Universal screeners	Class calm corners PBIS incentives Classroom counseling lessons Teacher support Teacher strategies: * prompting, reateaching, visual cues, controlled choices,timer, restorative questions Class meetings	Caregiver/Teacher communication and engagement Caregiver resources and needs assessments Attendance incentives and pop up events	Classroom Counseling Lessons Class meetings Class calm corner Additonal SEL lessons Caregiver workshops and resources Teacher supports from counselor
Tier 2 Supports	Interventions RTI progressing mointoring Tutoring Small Groups	Scheduled breaks and breaks as needed Small group counseling CICO 2 x 10 Mentoring Behavior contract School job Sensory tools and flexible seating	Caregiver meeting Letters home Home visits Small group services Recogonition of improvements	Small groups Social Stories Teacher consultation Teacher mentor 2 x 10 CICO Sensory tools and flexible seating
Tier 3 Supports	Interventions RTI Progressing mointoring Tutoring Small Groups IEP/504	Scheduled breaks and breaks as needed Referral to behavior liason BIP/FBA	Support Team meeting with caregiver Letters of attendance standing Home visits Court involvement	Referral to outside agency Individual counseling services IEP/504

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 seQng 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 acer warning and counseling, a consequence system is implemented by the teacher. Many issues will be resolved by the teacher at this stage.

	Safe	Respectful	Learner
At school I am...	• I keep my hands and feet to myself • I follow directions quickly and quietly • I use all equipment safely • I think before I act	• I respect others' personal space/items • I treat myself and everyone with respect • I use polite language • I use the appropriate voice for different situations	• I am a good listener • I am prepared for class • I always do my best • I am a critical thinker, so I ask questions and work independently.

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.

House Points and Student Rewards System

The House Points and Student Rewards System aims to promote positive behaviour, encour age student engagement, recognise individual achievements, and develop teamwork and a s ense of belonging across Pre-Kindergarten to Grade 6.

The system will reinforce the school's core values, including respect, responsibility, kindness , cooperation, perseverance, and inclusion. Four levels of rewards will be implemented to en sure regular and meaningful recognition of students' efforts and achievements.

2. House Teams and Captains

Students will be assigned to one of four House Teams, encouraging teamwork, school spirit, healthy competition, and collective responsibility.

House Captains will support the implementation of the House Points System, encourage stu dent participation, promote positive behaviour, and help celebrate House achievements dur ing school activities and events.

3. Four Levels of Rewards

Level 1: Student of the Day – Daily Recognition

- Class teachers will identify a Student of the Day based on positive behaviour, kindnes s, responsibility, respect, effort, and adherence to school expectations.
- Students will be recognised for demonstrating the school's core values, supporting p eers, showing improvement, and contributing positively to the classroom.
- Daily recognition may include verbal praise, certificates, or other approved rewards.
- School Bus Reward Boxes: Bus supervisors will recognise students who follow safety rules, remain appropriately seated, and demonstrate respectful behaviour. Rewards will be recorded and communicated according to school procedures.

Level 2: Classroom House Point Jars and Excel Tracking

- Each class will maintain a House Point Jar or visual tracker to recognise positive beha viour, teamwork, participation, perseverance, and responsibility.
- Points will be awarded fairly and promptly, with specific feedback explaining the reas on for recognition.
- All points will be recorded in a central Excel tracker to monitor daily, weekly, monthl y, and termly totals.
- Weekly reviews will celebrate classroom achievements, while monthly reviews will id entify leading Houses and recognise consistent positive contributions.
- At the end of each term, verified House totals will determine the winning House, whi ch may receive a trophy, certificate, special activity, or other approved reward.
- The Excel tracker will support data analysis, monitoring of participation, and evaluati on of the system's effectiveness.

Level 3: House Points During School Events

- House Points will be awarded during school events, including Sports Day, themed cel ebrations, curriculum activities, wellbeing initiatives, and inter-house competitions.
- Students and teams may earn points for participation, cooperation, creativity, leader ship, sportsmanship, and following event expectations.
- Event organisers will establish clear scoring criteria and submit verified results to the House Points coordinator.
- Points will contribute to the overall House totals and relevant weekly, monthly, and t ermly rewards.
- Activities will be inclusive and age appropriate, ensuring that all students, including Students of Determination, have m eaningful opportunities to participate and contribute.

Level 4: Star of the Week – Weekly Assembly Recognition

- Class teachers will nominate a Star of the Week based on positive behaviour, person al growth, kindness, perseverance, responsibility, and commitment to learning.
- Recognition will focus on effort and improvement as well as achievement, ensuring t hat students with diverse strengths and abilities have equitable opportunities.
- Selected students will receive certificates and be acknowledged during weekly assem blies.
- Teachers will briefly explain the reason for each nomination to reinforce positive exa mples across the school community.
- Awards will be recorded to monitor participation and promote fair recognition acros s classes and year groups.

4. Roles and Responsibilities

- Class Teachers: Award House Points, maintain classroom records, and nominate Stud ents of the Day and Stars of the Week.
- House Captains: Ms. Seemab, Mr. Mohammed, Ms. Nadira, and Mr. Myran will prom ote House spirit, encourage participation, and support House-based activities.
- Bus Supervisors: Recognise positive behaviour on school buses.
- Event Organisers: Establish scoring criteria and submit event points.
- House Points Coordinator: Maintain the central Excel tracker, verify totals, and prepa re reports
- Senior Leadership Team: Monitor consistency, fairness, participation, and overall eff ectiveness.

5. Monitoring and Evaluation

The system will be monitored at four intervals:

- Daily: Record classroom points and Student of the Day recognition.
- Weekly: Review House totals and present Star of the Week awards.

- Monthly: Analyse House standings and student participation.
- Termly: Verify final scores, celebrate the winning House, and evaluate the effectiven ess of the rewards system.

All records will be maintained accurately and confidentially. Points will not be removed as a punishment; behaviour concerns will be addressed through the school's established behavio ur management procedures.

6. Expected Outcomes

The four level rewards system will establish
a consistent and inclusive approach to positive behaviour, student wellbeing, and recognitio n. Through the Red, Green, Yellow, and Blue House Teams, students will develop teamwork, responsibility, belonging, and healthy competition while celebrating individual progress and collective achievements across the school.

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 swicly 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:

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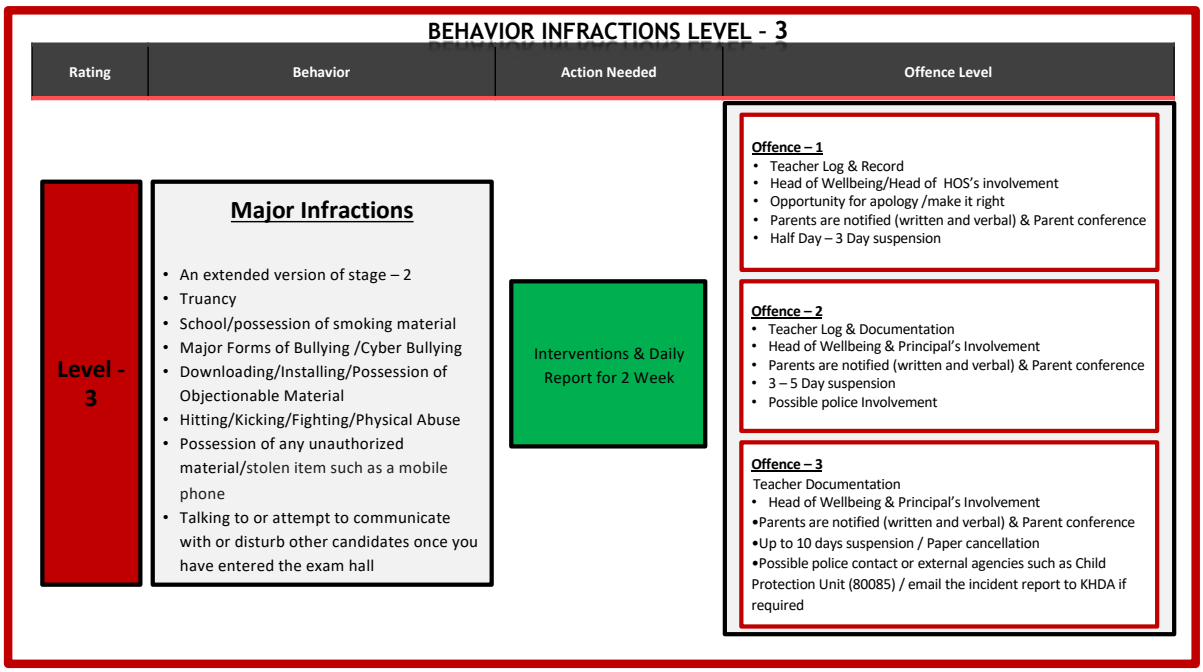
Negative Consequences

BEHAVIOR INFRACTIONS LEVEL - 1

Rating	Behavior	Action Needed	Offence Level
Level - 1	**Mild Infractions** • Disobedience • Foul Language • leaving class without permission • Use of electronic gadgets without permission • Damaging school property • Answering back • Littering • Eating in class/chewing gum • Improper dress • No timely submission of work • Disturbance in Class	Students Knows strategies and can responds appropriately	**Offence – 1** Teacher Log & Record •Behavior Note •Warning (Verbal) **Offence – 2** •Teacher Log & Record •Head of Section Involvement • Parents are notified (verbal) by call •Detention **Offence – 3** •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

BEHAVIOR INFRACTIONS LEVEL - 2

Rating	Behavior	Action Needed	Offence Level
Level - 2	**Moderate Infractions** • An extended version of stage – 1 infractions • Unkind remarks/rude/aggressive • Stealing • Truancy • Racist/Sexist comments or behavior • Bullying • Misuse / damaging the fire alarm or fire fighting equipment	Interventions & Daily Report for 1 Week	**Offence – 1** •Teacher Log & Record •Opportunity for apology/make it right •Detention / half day suspension **Offence – 2** •Teacher Log & Record •Head of Wellbeing / HOS Involvement •Warning Form No. 1 •Parents are notified (written and verbal) & Parent conference •1 Day suspension **Offence – 3** Teacher Log & Record •Head of Wellbeing, HOS & Principal's Involvement •Warning Form No. 2 •Parents are notified (written and verbal) & Parent conference •1 – 2 Day suspension



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.

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 acer 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.

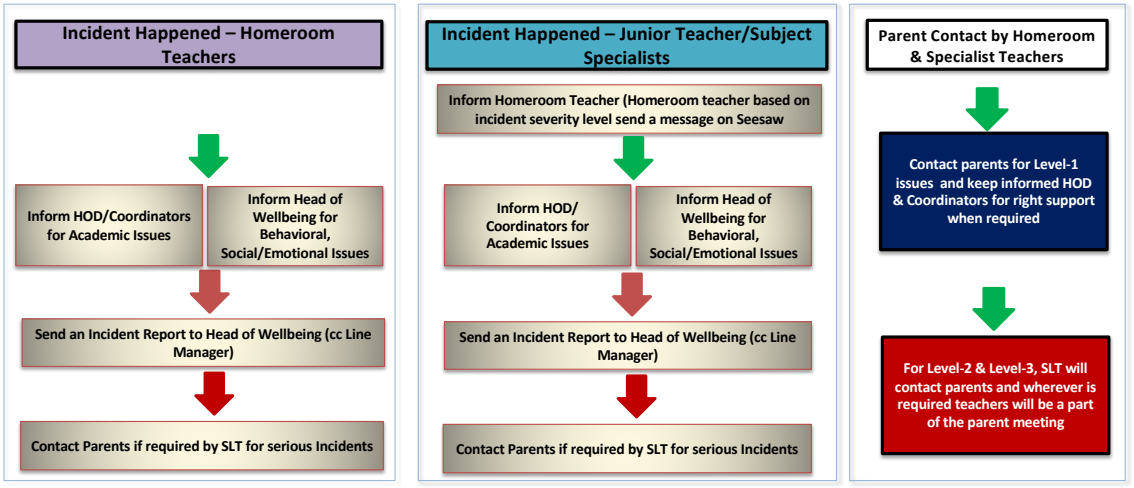
We also collaborate with parents so that students receive consistent messages about how to behave at home and school. If reasonable sanctions are implemented to show to a student that the behavior shown is not acceptable, we expect parents to support the school's action.

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

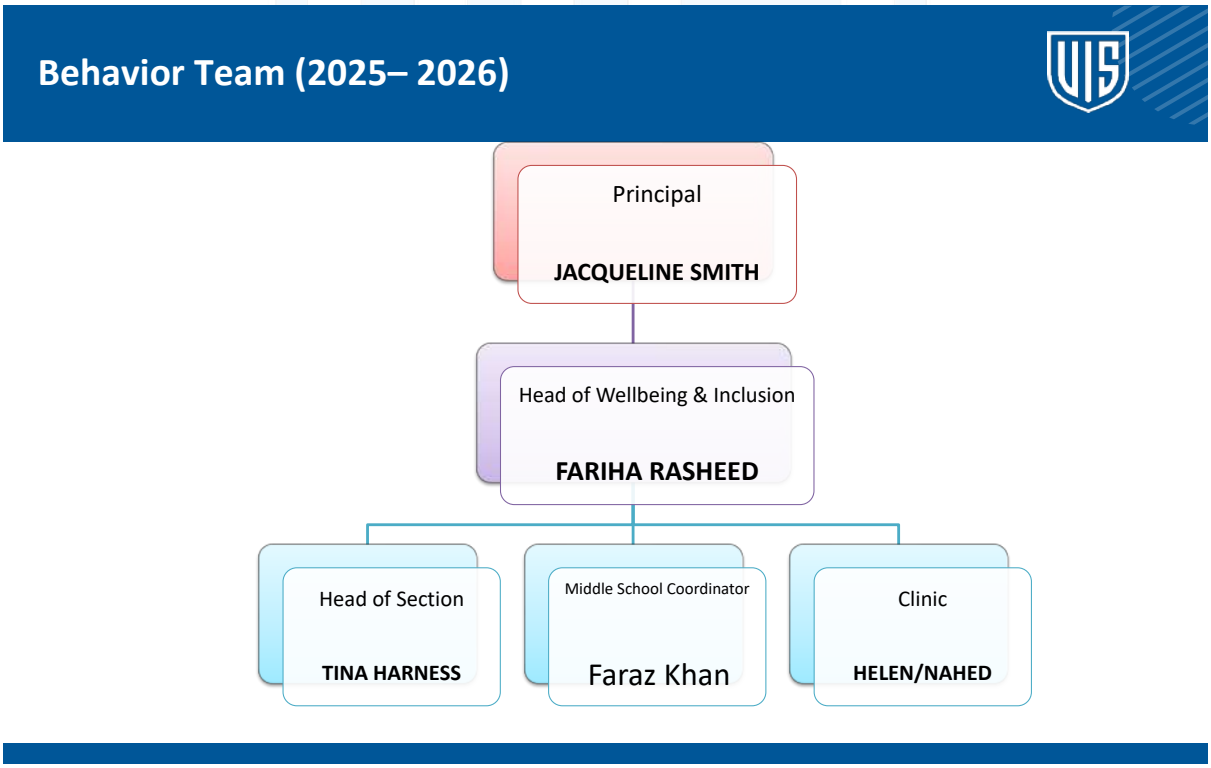
- Level 1 - The student self-manages his/her behavior and/or the student occasionally requires teacher intervention to assist good behavior
- Level 2 - The student's behavior ocen requires involvement from teachers or parents (the student's behavior is being monitored by the Head of Wellbeing, Head of KG/Elementary Coordinator)
- Level 3 - The student's behavior needs professional involvement from a Head of well-being, educational psychologist, or another professional

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Incident Reporting System



Behavior Team



REVIEW

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