

Positive Behaviour for Learning Policy

Ambassador International Academy

Created: September 2024

Review Date	Reviewed By	Verified by	Uploaded / School Website
September 2024	Senior Leadership Team/Pastoral Head	Principal	
September 2025	Senior Leadership Team/Pastoral Head	Principal	
September 2026	Senior Leadership Team/Pastoral Head	Principal	

Principal's Message

Dear Parents,

At Ambassador International Academy, our school policies are developed keeping in mind the IB philosophies, standards, and practices. It is our goal to exhibit the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents, and students to determine both content and layout.

Ambassador International Academy is proud to be a growing, diverse community that leads the way in international mindedness and tolerance in our region. We intentionally include and appreciate students of all identities, learning abilities and language backgrounds, with the assurances that we will cater for their needs.

In each of our policy documents, you will find the philosophy of tolerance driving the policy, our students' rights and community responsibilities. Each policy will have a description of how it promotes the IB learner profile.

With your help, our students will know their right to this education and appreciate that they have a responsibility to enable the rights of others.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

James Lynch

Principal

CONTENTS

Principal's message

Contents

Guiding Principles of Behaviour Policy

- Behaviour philosophy
- Rights and Responsibilities
- Academic Integrity and the Learner Profile
- Respect and Rewards
- Tangible Rewards
- Preventing Undesired Behaviour
- Restorative Practice

Appendices

The purpose of this document

This document will be used as a reference to ensure consistent support for student behaviour. The school may, at its discretion, use a varied, yet supportive approach to manage individual students' needs.

The aims of this document

- To encourage pro-social behaviour through a restorative approach, maintaining respectful relationships, providing positive feedback and reinforcement.
- To encourage a variety of classroom management strategies to promote student behaviour.
- To use supportive language across the school to promote appropriate student behaviour.
- To provide a series of steps in response to undesirable student behaviour.
- To keep parents informed and involved through open communication and feedback regarding actions taken.
- To provide a clear structure when dealing with behaviour support.

Personnel

The people involved in the development of expectations, monitoring, support and guidance of student behaviour:

- Homeroom teacher/registration teacher / specialist teacher/cover teacher
- Support staff
- Inclusion team
- Administrative staff
- School counsellor
- Pastoral Team
- Head of School
- Vice Principal
- Principal

At AIA we believe that all students need to be given the opportunity to develop their relationships; to maintain positive relationships and to learn strategies to help them repair and restore a relationship if harm has been caused. We use a Restorative Justice approach across the school to ensure that this learning takes place.

Restorative Justice Based Approach

Using a Restorative Justice based approach offers a way to create a school culture centered on caring relationships. As a response to behavioural issues or when harm has been caused. Restorative Justice promotes empathy, fosters inter-connectivity between staff and students, and encourages responsibility to repair harm.

It is a philosophy, in action, that places relationships at the heart of the educational experience. The key focus is working 'with' students to develop authentic relationships where students have voice and agency in their learning experience. When problems arise, distinctions between the problem and the student must be made. (Appendix)

The problem is the problem. The student is not the problem.

During a Restorative Justice conversation, three simple questions will be discussed:

1. **What happened?**
2. **What harm was caused?**
3. **How can we put it right?**

Strategies to promote positive behaviour

Positive student behaviour, both inside and outside of the classroom, is recognized with a variety of positive responses. These are appropriate to each section of the school and at the discretion of the members of staff. These will vary according to the age of the student, but may include:

- Verbal praise (public or private), this praise should be specific to enable the student to understand exactly why they are receiving the praise.
- Proximal praise
- Awards such as House Points/Merits/Class Dojo points/Certificates
- IB Learner Profile Awards

Preventing Undesired Behaviour

Undesired behaviour may involve actions, words or physical gestures that could be reasonably perceived to cause another person distress or discomfort. There are reasons which may lead to children behaving in an undesirable manner.

The following strategies should be used to prevent undesired behaviours:

- Ensure students understand the expectations of behaviour and the Learner Profile attributes.
- Consider the seating plan within the classroom.
- Distract individual students from undesired behaviours by providing reminders of the expectations.
- Give attention to desirable behaviours.
- Use proximal praise.
- Using school agreed scripts (I can see you might be upset; you are welcome to join the group when you are ready).
- Where a student has caused upset to another student, the emphasis should be on supporting the students to resolve the conflict.

- Monitor the level of tasks given to the student.
- Include an element of choice – student-led learning.

Levels of Consequences

The level of consequence is dependent on the severity of the incident. A student can be immediately logged at L2 or L3 if necessary.

Level 1	Person/s involved	Actions to be taken
○ Low level anti-social behaviour ○ Poor behaviour in class or around the school ○ Class work/homework issue ○ Uniform issue ○ Electronic device misuse ○ Late to lesson ○ Lack of equipment	HRT if incident in homeroom.	○ Reminder of expectations ○ Restorative conversation ○ Reflection time ○ Log L1 on iSams
	Class teacher Specialist teacher or support staff to address the behaviour	
Level 2	Person/s involved	Actions to be taken
○ Repeated L1 behaviour (3x) ○ Disrespect to staff ○ Repeated electronic device misuse. ○ Academic dishonesty ○ Other mid-level concern ○ Name calling ○ Repeatedly not following instructions	HRT if incident in homeroom – Inform GLL or HOD	○ Reminder of expectations ○ Restorative conversation ○ Logical consequences agreed upon – with a focus on repairing any harm caused. - logical consequences agreed upon with the ○ Log L2 on iSams ○ Log to include description of behaviours and the actions taken (in line with this policy)
	Specialist teacher or support staff to address the behaviour, then inform the HRT	

	GLL or HOD to agree on consequences with the HRT	○ Parents to be informed ○ Reflection time with a Pastoral team during part of their lunch break.
Level 3	Person/s involved	Actions to be taken
○ Repeated L2 behaviour (3x) ○ Defiance to a member of staff ○ Truanting lessons ○ Racist behaviour ○ Vandalism ○ Excessive physical contact ○ High-level bullying ○ Violence ○ Theft ○ Possession of dangerous items ○ Possession of controlled substances ○ Possession of explicit material ○ Other high-level concern	HRT to be informed of incident SLT to take appropriate action	○ Log L3 on iSams and Pastoral Head will be informed ○ Log to include description of behaviours and the actions taken (in line with this policy) ○ Removed from classroom, if the behaviour poses a threat to others or themselves ○ Reflection time with a Pastoral Head during breaktime/s ○ Meeting with parents ○ Team around the child (TAC) meeting if appropriate – notes taken and uploaded onto iSams ○ Behaviour Success plan drawn up if necessary ○ Behaviour contract drawn up and discussed with the student and the parents

Investigating serious L3 behaviour

If there are strong grounds to suspect that a student is in possession of dangerous, controlled items then at least 2 members of the SLT will carry out a search of the student's possessions and locker.

Such incidents are thoroughly investigated before any consequences or sanctions are agreed.

This process involves a series of stages from reports → safeguard/separate → allocate PIC → student/witness statements → CCTV where appropriate → determine level → SLT review for serious cases → parent communication → student informed → iSAMS record.

Behaviour support report

If a student requires their behaviour consistently monitored, then the GLL will place them on a behaviour report for a week (which can be extended if required)

The report has up to 3 targets depending on the nature of the behaviour and is carried by the student to every lesson. The teacher awards a score of 1 – 3 for each target. The report is reviewed and signed by the GLL at the end of each day and the student takes it home to be signed by a parent. If their progress is not good enough (270 points) then the report duration is extended until it is.

Recording of student behaviour on iSAMS

Purpose

This policy sets out the procedures and expectations for recording student behaviour using iSAMS. The aim is to ensure that behaviour records are accurate, consistent, objective, and used to support student development, safeguarding, pastoral care, and communication with parents.

This policy applies to all teaching and support staff who have responsibility for recording, monitoring, or reviewing student behaviour within iSAMS.

Principles

All behaviour records must:

Support a positive school culture and student wellbeing.

Be factual, objective, and free from personal opinion.

Be recorded promptly and accurately.

Respect student dignity and confidentiality.

Comply with the school's safeguarding, data protection, and privacy requirements.

Provide a consistent record that can be used to identify trends and inform interventions.

Recording Behaviour Incidents

Positive Behaviours (Merits)

Staff should record positive behaviours and achievements that demonstrate; academic effort or improvement, leadership and service, respectful conduct, resilience and perseverance, contribution to the school community, exemplary attendance or punctuality

Positive behaviour entries should clearly describe the action or achievement that led to the recognition.

Behaviour Concerns (Demerits)

Behaviour concerns should be recorded when a student's actions: breach school expectations or policies disrupt learning, affect the wellbeing or safety of others, demonstrate reoccurring patterns of concerning behaviour, require intervention or follow-up

Categories and Levels

Staff should use the designated iSAMS behaviour categories and severity levels approved by the school.

Categories may include:

Positive Recognition, Classroom Behaviour Attendance and Punctuality Uniform, Respect and Conduct, Bullying or Peer Conflict.

Safeguarding Concerns can only be viewed by designated DSL's.

Staff select the most appropriate category to support consistent reporting and analysis.

Punctuality

- 7:30–7:50 = register during registration
- after 7:50 = sign in with Security
- 4-minute lesson transition time
- 5+ minutes late to a lesson = L1
- 3 lates in one week = lunchtime reflection

Mobile phones

AIA is a mobile free school from 7.30am - 3.10pm.

Student Non-Compliance Procedures

Any student found using a mobile phone, with a mobile phone visible, or failing to comply with staff instructions regarding their phone will be subject to the following staged interventions.

First Offence

- The mobile phone will be confiscated immediately.
- The phone will be securely stored by the school.
- The phone may be collected by the student at the end of the school day (dispersal time).
- Parents will be informed by email.

Intended Outcome

To remind the student of expectations and prevent future incidents through parental awareness and support.

Second Offence

- The mobile phone will be confiscated immediately.
- The phone will be securely stored by the school.
- A parent must collect the phone from school.
- The student will attend a reflection session during lunchtime on the following school day.

Intended Outcome

To encourage reflection on behaviour and strengthen home-school partnership in addressing non-compliance.

Third Offence

- The mobile phone will be confiscated immediately.
- A parent must collect the phone from school.
- A meeting may be held with parents/carers and relevant school staff to agree strategies for future compliance.
- The student will receive one day of Internal Suspension to reflect on their choices and the impact of repeated non-compliance.
- Student will not be permitted to bring a phone to school until the start of the next term.

Monitoring and Review

Grade Level Leads, pastoral leaders, and senior leadership staff will:

Regularly review behaviour records.

Monitor patterns and trends.

Identify students requiring additional support.

Ensure consistency in the application of behaviour recording procedures.

Provide feedback to staff.

Confidentiality and Data Protection

Staff must:

Maintain confidentiality at all times.

Comply with school data protection policies and applicable legislation.

Avoid recording sensitive personal information unless directly relevant and necessary.

Safeguarding concerns can only be viewed on iSAMS by designated DSL's.

Bus Conduct

AIA operates a 3-step system for any anti-social behaviour that occurs on the bus.

Step 1	Person/s involved	Actions to be taken
○ Not following instructions or the bus safety guidelines ○ Eating on the bus ○ The use of electronic devices on the bus ○ Disrespectful behaviour ○ Repeatedly being unkind to others	Bus attendant Head of operations Pastoral Head	○ Reminder of the expectations when on the bus ○ Operations assistants to Log on iSams ○ Reflection time where appropriate ○ Restorative conversation ○ Parents emailed by Pastoral team ○ Reflection time with Pastoral team for part of breaktime
Step 2	Person/s involved	Actions to be taken
○ Repeated Step 1 behaviour (3x) ○ Vandalism ○ Theft	Bus attendant Pastoral Head Bus manager	○ Operations assistants to Log on iSams ○ Where necessary, Operations Manager to obtain video footage of incident ○ Parents contacted by Pastoral Head ○ Reflection time with Pastoral Team during break time
Step 3	Person/s involved	Actions to be taken
○ Repeated Step 2 behaviour (3x) ○ Possession of a dangerous object ○ Physical abuse ○ Threatening behaviour	Bus attendant Pastoral Head Head of School Principal	○ Operations assistants to Log on iSams ○ Operations Manager to obtain video footage of the incident ○ Investigation of the incident carried out by Pastoral Head and reported to Head of School ○ Meeting with parents and Pastoral Head where actions will be discussed

	Bus manager	○ Where necessary, exclusion from the bus for a set time
--	-------------	--

PE sports fixture behaviour policy

Participation in school sports teams is a privilege and an opportunity to showcase of AIA's values and commitment to excellence, both on and off the field. Pupils selected to represent the school in the DASSA League and Dubai School Games are not only athletes, they are **student-athletes**, and as such, they are expected to demonstrate high standards of behaviour, responsibility, and integrity at all times.

To remain eligible for selection and continued participation in school teams, student-athletes must consistently:

- **Follow the school's behaviour policy** in all settings, including during lessons, break times, and school events.
- **Demonstrate positive behaviour and sportsmanship**, showing respect to staff, peers, coaches, officials, and opponents.
- **Maintain good academic standing**, attending all lessons punctually and engaging actively in learning.
- **Act as role models** within the school community, upholding the values of teamwork, perseverance, and respect.

Failure to meet these expectations may result in suspension or removal from the team, in consultation with the PE department and school leadership. Our goal is to nurture well-rounded individuals who excel not just in sport, but also in character.

Appendix 1 – Restorative Justice Approach

A restorative approach may take many forms depending on the seriousness and complexity of the situation. At AIA, the process involves all parties involved and is guided by three simple questions which the teacher (and parents) can use for ANY situation:

1. **What happened?** This is an opportunity to identify the problem and model empathy and respect we want the student to develop. At this stage, the objective is for the student to share what happened in their own words and for everyone involved to have a common understanding of the problem, and to feel understood and heard.

2. **What harm was caused?** This question asks the students to identify what harm was caused to the relationship by their actions/behaviours. Harm to the relationship includes, but is not limited to: violating trust, school/classroom expectations, feelings and property.

3. **How can I put it right?** This question asks students to think of steps/actions necessary for this harm to be repaired so that ALL parties involved can work together to heal. This process leads to the obtaining of a commitment from the student(s) who caused the harm to actively work to repair it and replaces the “teacher-imposed punishments” of a traditional disciplinary process.

Appendix 2 – Repeated Behaviour and Escalation

LEVEL 1

Infraction	Sanctions	Further Escalation
3 × L1	Where a student receives three L1 incidents, they will complete reflection time with their teacher and parents will be informed.	Continued or repeated behaviour may result in escalation to L2.

LEVEL 2

Infraction	Sanctions	Further Escalation
3 × L2	Where a student receives three L2 incidents, a meeting will be held with parents, a Behaviour Contract will be implemented and appropriate privileges may be removed.	Continued behaviour may result in escalation to L3.

LEVEL 3

Infraction	Sanctions	Further Escalation
Continued L3 offences	Continued serious behaviour will result in a formal meeting with parents and SLT.	Further sanctions may include suspension and, in cases of persistent or serious non-

		compliance, possible deregistration for the following academic year, subject to school and regulatory procedures.
--	--	--

Appendix 3 – Student behaviour contract

Student Behaviour Contract

Student Name: _____ **Class:** _____ **Date:** _____

This Behaviour Contract outlines the expectations required to ensure a safe, respectful and productive learning environment at Ambassador International Academy. By signing this agreement, you acknowledge responsibility for your conduct and commits to always upholding our school's values.

1. Respectful Communication

- I will speak to all students, teachers, and staff with respect, using appropriate language and tone at all times.
- I will listen actively and follow staff instructions promptly and without argument.
- I understand that aggressive behaviour, intimidation, or any form of disrespectful conduct will not be tolerated.

2. Punctuality

- I will arrive on time to all lessons, assemblies, and school activities.
- I understand that repeated lateness disrupts learning and will result in sanctions.
- I will transition promptly between lessons and not loiter in corridors or unsupervised areas.

3. Mobile Phone Usage

- I will not use my mobile phone during lessons.
- I will keep my phone switched off (or on silent) and out of sight during lessons.
- I understand that unauthorised use of mobile phones may result in confiscation.

4. Focus in Class

- I will give my full attention to the teacher and remain on task throughout each lesson.
- I will complete all tasks to the best of my ability and ask for help when needed.
- I understand that disruption to learning — whether my own or that of others — is unacceptable.

Agreement

I understand that my actions have consequences, and I accept responsibility for my behaviour. I understand that these expectations are in place to support my learning, safeguard others, and maintain the standards of AIA. I understand that failure to meet these expectations will result in consequences in line with the school's behaviour policy.

Student signature: _____