



أكاديمية امباسادور الدولية  
**AMBASSADOR**  
INTERNATIONAL ACADEMY  
INSPIRE INQUIRE INNOVATE

**BEHAVIOUR**  
**FOR LEARNING**  
**POLICY**  
**(KG, PYP and**  
**MYP)**

# BEHAVIOUR MANAGEMENT POLICY

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## INTRODUCTION

Ambassador International Academy aims to provide a safe, secure and supportive environment where students can learn to the best of their ability and where teachers can deliver Quality First Teaching. The foundations of our approach to positive behaviour for learning are:

**RIGHTS** – All students have the right to learn and all staff the right to teach

**RESPECT** – all members of the Ambassador community and visitors can always expect to be respected at all times

**RESPONSIBILITIES** – all members of the Ambassador community will work together to create a positive environment in which Quality First Teaching and outstanding learning take place.

Ambassador International Academy culture is based on the right to teach and the right to learn. We promote self-discipline; encourage positive behaviour; respect for others; regular attendance; punctuality and the completion of school work. We believe that in order to enable effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We seek to create a caring learning environment in the school by:

- celebrating positive behaviour and discipline
- develop international mindedness that captures a way of thinking, being and acting characterised by an openness to the world and a recognition of our deep interconnectedness to others.
- promoting self-esteem, self-discipline, a proper regard for authority and positive relationships based on mutual respect
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- sensitive to the needs of students of determination
- providing a safe environment free from disruption, bullying, abuse, violence, and any form of harassment.
- encouraging a positive relationship with parents/carers and other stakeholders, to develop a shared approach and to involve them in the implementation of the school's policy and procedures.
- To celebrate and recognise successful IB learning profile attributes and positive attitudes towards learning driven by the IB and school mission statement.
- Inspire our children to be passionate global lifelong learners through an enriched holistic international curriculum

- encourage them to inquire and innovate while proactively contributing in meaningful ways to the world.
- To ensure that students are encouraged to increase their independence and self-discipline to allow them to accept responsibility for their own behaviour
- Enable students' opportunities through professional student voice groups (student council) to express any concerns they have of behaviour that is affecting the learning of their peers.
- To give clear support and guidance to students who demonstrate behaviours which may impact adversely on their learning, the learning of their peers and the delivery of their teachers
- working with outside agencies as appropriate

## **BROAD GUIDELINES**

1. The Governing Body will establish, in consultation with the Principal, staff and parents/carers, the policy for the promotion of positive behaviour and keep it under review. They will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
2. The Principal will be responsible for the implementation and day-to-day management of the policies and procedures, including support for staff faced with challenging behaviour.
3. Teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Staff share the responsibility for creating a high quality learning environment, teaching positive behaviour and implementing the agreed policy and procedures consistently.
4. Parents/carers are expected to take responsibility for the behaviour of their child(ren) both inside and outside Ambassador International Academy. They will be encouraged to work in partnership to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school issues arising from the operation of the policy.
5. Students will be expected to take responsibility for their own behaviour and will be made aware of the school policy, procedures, and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
6. The procedures arising from this policy will be developed by the Leadership Team in consultation with the staff. The procedures will make clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale which will be outlined to staff, pupils and parents/carers. The procedures will promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

- 7.** A school ethos of encouragement is central to the promotion of positive behaviour. Rewards have a motivational role in helping pupils realise that positive behaviour is valued.
- 8.** Sanctions are needed to respond to inappropriate behaviour. A range of sanctions will be identified in the procedures, designed to promote positive behaviour in the future. The procedures make a clear link between the sanctions applied for minor and major offences.
- 9.** The school will ensure that appropriate training on aspects of behaviour management is provided to support the implementation of the policy.
- 10.** The school works proactively with outside agencies. It seeks support from them to ensure that the needs of all students are met, by utilising the range of external support available.
- 11.** The Principal, in consultation with staff, will monitor and review the Behaviour Management Policy and procedures and evaluate them to ensure that the operation is effective and consistent. The Principal will keep the Governing Body informed.

## **CODE OF CONDUCT – Classroom**

- Arrive to all lessons on time.
- Make sure you have the right books and equipment for the lesson.
- Pay attention to people who are talking.
- Respect other's rights to learn and teacher's rights to teach.
- Raise your hand to speak and speak politely
- Try to make positive contributions in lessons and always do your best.
- Do not enter the classroom without the teacher's permission

## **CODE OF CONDUCT – The Canteen**

- Keep all areas clean, tidy, and free from litter.
- Line up and move around in a calm and orderly fashion.
- Keep all food and drink inside the Atrium.
- Make sure there is a pleasant atmosphere for everyone.
- Be respectful, polite and well mannered.
- Help others by offering them a seat when you have finished.

## **CODE OF CONDUCT – Out and About**

- Keep to the right and walk quietly and calmly around the building following any signage
- Greet your teacher when entering the classroom and stand behind your chair until asked to sit down.
- Always use appropriate language.
- No eating and drinking on the corridor.
- Always be polite, courteous, and considerate towards others.
- Look smart, think smart, act smart.

Students who fail to follow these rules do so by their own choice.

We must stress that there are consequences for students who choose to ignore these rules.

The key to effective consequences is that they must be used consistently.

# BEHAVIOUR MANAGEMENT

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## CHALLENGING UNACCEPTABLE BEHAVIOUR

Ambassador International Academy is committed to promote and reward good behaviour but recognises that this must be backed up by sanctions which are appropriate, proportional, and consistently applied. Procedures for disruptive behaviour in the classroom are included within the Behaviour Management Handbook. This document sets out the sanctions to be applied to challenge unacceptable behaviour which occurs outside the classroom or is of a persistent nature.

Minor breaches of school rules and the code of conduct should be challenged by all staff and, if appropriate, recorded by the class teacher or other members of staff on the child's behaviour log. The behaviour log should be monitored by the class teacher and the head of section on a regular basis to identify children whose behaviour is causing concern.

Where these incidents are persistent, then the child may be placed on a PSP by their class teacher or form tutor. If a class teacher/tutor wants to place a child on report, they should inform the Head of section first and the parent/carer, will be contacted either by phone or in writing. Parents/carers may also be invited into school to discuss their child's behaviour and where possible every effort should be made to work in partnership with parents/carers to improve the situation.

Persistent non-compliance with school rules, and for more serious types of behaviour (see page 9 – Serious Incidents), the school will consider other strategies, which may include:

- isolation from other pupils with a member of staff
- internal exclusion for a fixed period of between 1 and 5 days
- a fixed term exclusion from school of between 1 and 5 days
- a formal meeting with the AHT and Vice Principal
- referral to an outside agency for support

If these sanctions are applied, it is essential that discussion with parents/carers takes place. There must be opportunities for the pupil to discuss their behaviour and reflect upon their actions before returning to classes.

Unfortunately, some pupils, despite the support given, are unable to improve their behaviour and continue to either persistently disrupt the learning of others or the smooth running of the school. Other children may present a danger to the health and safety of others, or are involved in a one-off action, which is so serious that it would be inappropriate for them to return to school. Such incidents may include a serious assault on another pupil or a member of staff, selling illegal substances at school, or being in possession of a weapon. In these situations, the Principal may decide to investigate the possibility of a managed move to another school in the emirate, or permanently exclude the child from the school.

## SERIOUS INCIDENTS

Serious incidents are defined as the following:

- Verbal abuse including the use of foul and abusive language either directed at another student or an adult.
- Physical assault, where pupils are fighting, kicking or hitting each other.
- Racist language or behaviour.
- Possession of a weapon or dangerous object.
- Possession of drugs or alcohol.
- Unusual behaviour which may be consistent with being under the influence of alcohol or drugs.
- Threatening behaviour / physical assault on an adult.
- Sexual misconduct.
- Theft of others' property, belongings, and school equipment.
- Deliberate vandalism
- Dangerous behaviour on the bus
- Smoking and Vaping
- Recording or taking photos of their peers or teachers during distance learning
- Changing any videos sent by their teachers and share them with anyone outside the AIA community
- Deliberately browse, download, upload or forward material that is inappropriate.

In these situations, the students concerned should be removed from the class and placed with colleagues until a senior member of staff arrives. **Under no circumstances should students be sent to the senior member of staff without being supervised.**

**Follow up:**

A **Serious Incident Form** should be completed and emailed to the appropriate head of section as soon as possible. Remember that this may form the basis of evidence for an exclusion, therefore, be recorded using the appropriate professional language. Opinions should be avoided, except where it is necessary, and directly relevant to the situation. For example, (John's behaviour was aggressive, and I thought that he was going to hit the other student).

## HOMEWORK

### PYP and MYP

Homework should be followed up in the first instance by the class teacher in the ways set out below:

1. The first instance of homework not being handed in, or not completed to the standard expected of the student, a red slip should be issued on ClassDojo.
2. The second instance of homework not being handed in, or not completed to the standard expected of the student, a red slip should be issued on ClassDojo.
3. Where persistent failure to complete homework is identified across a number of subjects, class teachers and heads of section should work with parents/carers to address the issues.

## **Online/Distance learning**

### **Information for Parents and students**

Ambassador International Academy offers distance learning by using digital platforms. Our aim is to replicate as close as possible the normal learning experience for pupils with adaptations where necessary. This approach is flexible and will adapt as needed. You will also see from the guidance below that learning engagements are intended to be age appropriate and tasks will be completed in a variety of ways using synchronous and asynchronous learning.

As always, school communications are managed in a respectful and safe way. For clarity and safety, parents and guardians will be able to view communication between staff and pupils. All content should remain within the school platforms and should not be adapted or shared beyond these platforms or on social media.

Ambassador International Academy prides itself on the strength of its community and we thank you for your support, cooperation, and positivity during this unique time.

#### Distance Learning Responsibilities for students

- Students will check Microsoft Teams and Managebac (myp) each day for their learning activities
- Students understand if they need help, they will ask an adult at home or communicate with their teacher via Microsoft Teams and ask questions if they do not understand.
- They will do their best to complete all work set
- They will participate as fully as possible and contribute positively to the distance learning environment
- They will respect everyone's contributions
- They will not record or take photos of their peers or teachers during distance learning
- They will not change any videos sent by their teachers and share them with anyone outside the AIA community
- They will use their device moderately and for learning purposes
- They will not deliberately browse, download, upload or forward material that is inappropriate. If they accidentally come across inappropriate material or something that upsets them, they will report it immediately to the teacher or parent.

### **Behaviour on the Bus**

We will operate a three-strike system for any poor behaviour on the bus. In the first instance the bus attendant should give a behaviour slip to the class teacher reporting an incident on the bus if they consider the students behaviour to be unacceptable. The incident should be recorded on ClassDojo using the correct behaviour indicator and the class teacher will speak to the student about their behaviour. On a second occasion the incident will be reported to the class teacher and then referred to a head of section. A member of SLT will advise if it happens again their parents will be called in for a meeting. On the third occasion a meeting will be arranged with the parents and discussion of the students being removed from the school bus permanently.



## Communicating with students – Emotional Intelligence

Whether in the classroom, corridors or during unsupervised time, we all need the skills to communicate effectively which will lead to successful working. To do this effectively, staff need to be emotionally intelligent (ie: that they will recognise social and emotional factors play a crucial role in learning).

In addition, we should all ensure that personal issues do not impact on the way in which we work with others and that we take the feelings of others into account. In practical terms this means the ability to empathise, control impulsive reactions, listen actively to the perspectives of others and be persisted, consistent and positive in seeking solutions and compromise. Communication with parents' teachers should communicate directly with parents as soon as concerns arise related to performance in a subject in order to ensure that a swift resolution can be found. The basic content of the call and any follow up actions should be recorded and, where possible, sent to the relevant leader.

## Monitoring Report Systems

Students who are not responding to a range of strategies to support positive behaviour can be placed on monitoring report with appropriate, individualised targets set. There are a variety of reports and levels of report used within school. Students on a monitoring report will be seen by the named member of staff at agreed times during the day to check their progress and further action, if required, will be taken by the named member of staff.

Type of report	Levels of Report
Behaviour monitoring	Homeroom/form teacher
Attendance	Pastoral Support
Punctuality	Head of Early Years
Truancy	Head of Primary
Homework	Assistant head (Pastoral)
Uniform	Vice Principal
Equipment	Principal
ECA program	

## Attendance and Punctuality

**Punctuality:** After 07.50 students will be marked late. If they are late it is recorded on managebac. If they are late more than twice in a week or the punctuality becomes an issue, then an email will be sent home from the teacher to raise as a concern. If it continues a meeting will be arranged from the head of section. After a meeting where notes will be recorded if this continues there will be a meeting with the principal. It is important that evidence of student's punctuality is recorded correctly.

**Punctuality during lessons:** If a student in the primary or secondary school arrives more than 5 minutes late for a lesson this will be recorded as late and marked on class dojo unless they have a note from the previous teacher justifying why they are late. If in the case of persistent lateness

to lessons students may be given a (reflection time) task during breaktime or lunchtime in the PYP and the MYP. This can be given by the homeroom teacher or the specialist teacher.

**Leave:**

Leave is not permitted during term time as the academic calendar has already been shared with parents. Exceptions can be made for extenuating circumstances. (medical, documentation and bereavement) Please contact the head of section to make a request.

**Early Departure:**

If a parent wants to take their child home early for an unavoidable reason they must email the class/form teacher and keep the reception (Ms Carol [reception@aiadubai.com](mailto:reception@aiadubai.com)) and the respective programme coordinator. If the student uses the bus service Ms Suneeta the operations manager must also be copied into the email.

Operation manager: Ms Suneeta Mohana - [om@aiadubai.com](mailto:om@aiadubai.com)

PYP C: Ms Thalia Lazarus – [thalia.n@aiadubai.com](mailto:thalia.n@aiadubai.com)

MYP C: Ms Lindsay Thomas: [mypc@aiadubai.com](mailto:mypc@aiadubai.com)

Please note that this will need to be approved by the respective coordinators. No requests will be accepted after 1pm especially for the bus children.

**Absence:**

Parents to send an email by 8.30am to the respective class teacher informing the reason for absence. They will need to keep the teacher informed of how long the absence will be including any medical documentation for more than one day absence to approve the leave.

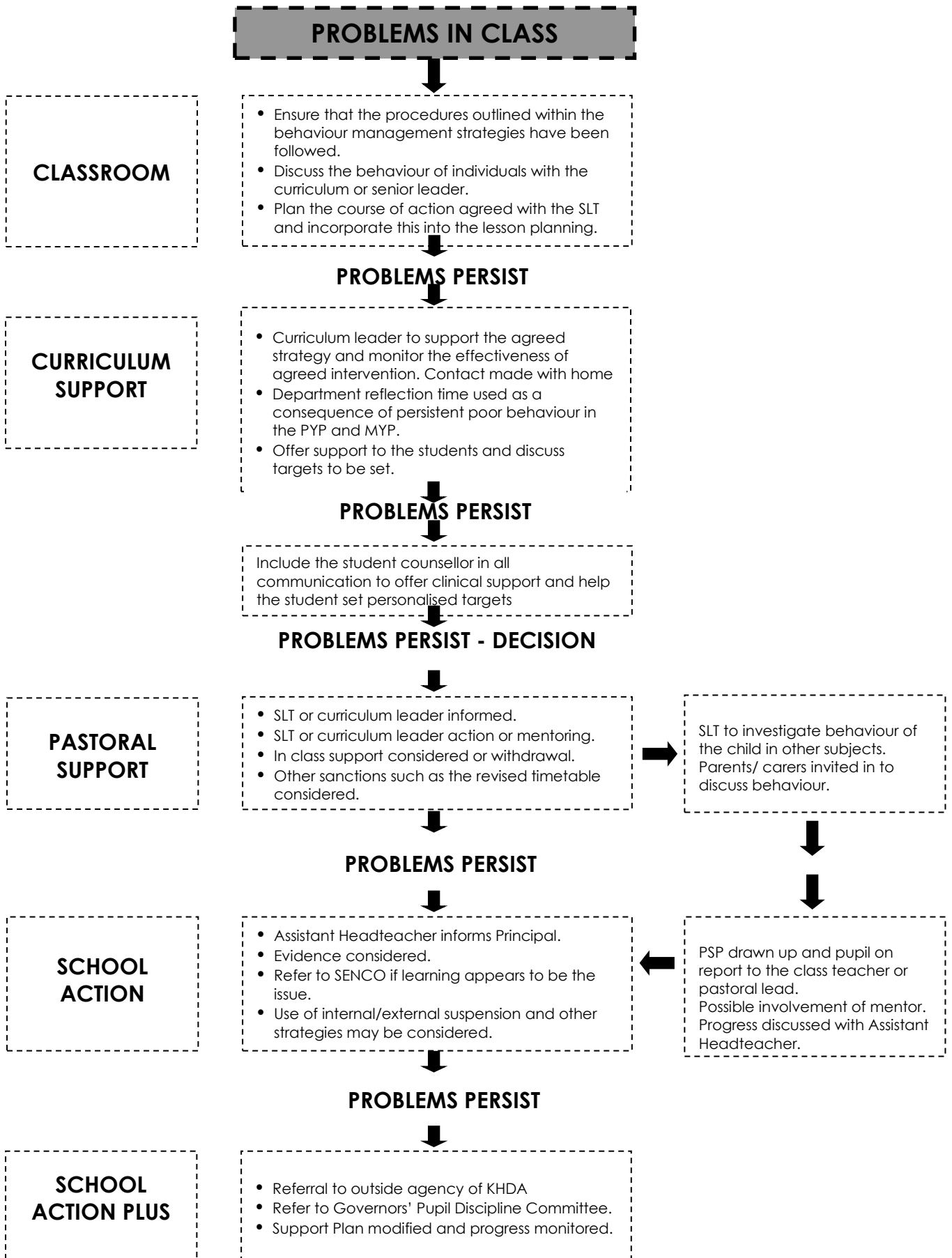
**Washroom Pass:**

Students will have their own laminated pass for the washroom and teachers will give them permission to go to the bathroom on the same floor as the classroom. Students take the pass with them and then keep it on the desk when they return.

**Medical Pass:**

Teachers will have paper slips which the child needs to carry to the nurse and must be signed by the teacher and comment on what the reason is and the time they leave the classroom. The Nurse will call the parent and inform the teacher of the child needs to go home.

# PROCEDURES TO SUPPORT POSITIVE BEHAVIOUR



## **Pastoral Support Plans (PSPs)**

The Pastoral Support Plan is a school document which can be created alongside students and parents with the aim of ensuring positive behaviour from individual students. These documents can have a variety of focuses (behaviour, attendance, progress, etc.) and will be generated and monitored by the Leadership Team. Once in place, a PSP will be shared with staff and parents and reviewed at intervals throughout the academic year.

## **Counselling**

The school Counselling Service supports the emotional health of students that underpins academic achievement and facilitates the building and management of helpful relationships in the school environment. Counselling is about helping students to work things out for themselves, making decisions and choices and helping them to look at issues differently. Ambassador International Academy has a school counsellor based in school every day. Referral to the service is via the Homeroom Teacher. Requests for referral can be made by students themselves, teaching staff, support staff, parents or carers to the appropriate. The Counsellor sends appointment slips to pupils via Pastoral Administration supports. Appointment times for pupils can be rotated to avoid interrupting the same subject lesson on a regular basis.

The Counsellor – Student consultation is confidential, and this includes not discussing the work with parents unless the young person requests or gives consent for this. However, if a student appears to be at risk of significant harm, confidentiality may be broken and concerned Head/Parents will be informed. Outside help will be sought if the matter is not resolved or is serious. The Counsellor would discuss this first with the student concerned. Issues for staff to be aware of when considering referring a student for counselling:

- Standard of work dropping dramatically
- Becoming subdued or over excited; marked mood swings; behaviour that is 'out of character'
- School refusal
- Those who show bullying behaviours and those who experience bullying behaviour
- Are known or who are suspected to have been sexually, physically or emotionally abused
- Have difficulties due to family breakdown
- Peer group or relationship difficulties
- Have been bereaved or suffered loss or separation
- Low self-esteem
- Self-harm
- Misuse of alcohol or drugs.

Fixed-Term and Permanent Exclusions for serious incidents will be referred to the KHDA and could result in a fixed or permanent term exclusion. Serious incidents are always dealt with by the Principal, Vice principal, Assistant head teacher, and Head of Early Years.

## **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- ‘Reasonable in the circumstances’ means using no more force than is needed
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force;
- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
  - prevent a student behaving in a way that disrupts a school event or a school trip or visit
  - prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
  - prevent a student from attacking a member of staff or another student, or to stop a fight in the school building and restrain a student at risk of harming themselves through physical outbursts.
- Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

### **Schools power to search students**

In addition to the general power to use reasonable force described above, principals and authorised staff (SLT) can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: **knives and weapons, alcohol, illegal drugs; stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.**

## AIA BEHAVIOUR MANAGEMENT APPENDIX

### Disruptive behaviour in the classroom: PYP and MYP

1. Rule reminder/focus on work, e.g. *'John, what's the rule about talking in class?'* *'John, what should you be doing?'* This should deal with the majority of low-level disruption
2. Verbal reprimand **warning** of a red slip
3. Issue the 1 point red slip using class dojo with one of the behaviour indicators. Students must be told why they have received the red slip
4. If poor behaviour continues after a 1 point red slip is issued give warning of a 2 point red slip
5. Issue the 2 point red slip using Class Dojo with one of the behaviour indicators
6. If poor behaviour continues to the point that the student is a constant disruption to the learning environment this will be recorded as a serious incident and parents will be notified by the class teacher or head of section
7. This can be followed up by asking the student to complete some reflection time during a break time as a consequence for their actions.

**Removing students from classroom should be avoided if at all possible. If a situation occurs where a senior member of staff is needed please ask another student to inform reception of the situation or call SLT directly.**

#### Specific to the MYP

6. Remove student to another classroom via pre-agreed curriculum arrangements. Departments should draw up a timetable of rooms and staffing, indicating where the student should be sent. Where possible the student should be sent with work and sit at the back of the class completing the work. Students should return to the usual teacher at the end of the lesson.
7. If the student fails to attend the reflection time this should be recorded on the system and a **30 minute reflection time** should be issued by the class teacher. If informed, Heads of Year/head of section will arrange to collect a student and ensure that they attend the detention.
8. In circumstances where a student has missed a reflection time through absence, or circumstances dictate that it needs to be rearranged, this should be recorded on the system and the reflection reissued for another day. If the student still fails to attend, then this should be referred to the Head of section. At this stage a **formal letter is issued** (letters are available from the Admin Office) and the student is required to attend a **one hour meeting with the head of department/head of section**. In addition, the following options may be considered:
  - (a) A warning about future expectations and behaviour within the department.
  - (b) Removal of students within a department for a fixed number of lessons to another teacher by prior arrangement.
  - (c) Student being placed on department report for a fixed period of time.

Once a decision has been reached this should be discussed with the student and parents.

## **Celebrating Positive Behaviour**

We use clasdojo as a strategy to celebrate positive behaviour during lessons. The **Learner Profile** is at the heart of the PYP, MYP and DP. It describes a set of characteristics that, when worked toward, will help our students to be internationally minded to succeed in the rapidly changing world. Our behaviour management tools enable us to celebrate these attributes and help students understand how they can develop positive and inspiring behaviour attributes across a range of subjects. The clasdojo points are also aligned with each student's house points enabling students to understand how their positive attitude and behaviour can contribute towards a bigger team and cause.

House points are celebrated weekly in virtual or face to face assemblies highlighting different house groups achievements and contribute to their weekly learner profile certificates. The data collected also enables teachers and students to identify area of the learner profile that students can focus on support students in setting SMART targets to develop these attributes.

Our student leadership team comprising of the head boy, head girl, house captains and student council representatives act as role models and a point of contacts for our students. They support the school in promoting and celebrating the success of all our students across their house groups.