



Ambassador International Academy

Positive Behaviour for Learning Policy

Ambassador International Academy (AIA) - Mission Statement

Inspire our children to be passionate global lifelong learners through an enriched holistic international curriculum that encourages them to **inquire** and **innovate** while proactively contributing in meaningful ways to the world.

Vision

Ambassador International Academy is dedicated to creating responsible universal citizens who would be bright leaders of the 21st century by laying a superior foundation through quality education.

Our Values

Accountable for children's learning and development

Maintain quality standards across the entire organization

Broaden the horizons of our children's experience and knowledge

Attend to the child's individual learner potential

Safe and collaborative learning community

Sensitive to the needs of students of determination

Adopt modern instructional strategies

Documentation to make learning visible

Outstanding teaching and commitment to research

Relevant real world education aligned to the child's life experience

IB Mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.



Aim

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 highly engaging lessons. 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 will always be respected.

RESPONSIBILITIES – All members of the Ambassador community will work together to create a positive environment in which high quality teaching and outstanding learning take place.

AIA school culture promotes:

- Self-discipline
- Positive behaviour
- Regular attendance
- Punctuality
- A principled and reflective work ethic

We seek to create a positive learning environment in the school by:

- Celebrating positive attitude towards all stakeholders.
- Encouraging international mindedness and interconnectedness.
- Promoting self-esteem and confidence.
- Developing positive relationships based on mutual respect.
- Ensuring a consistent response to student behaviour.
- Promoting early intervention.
- Being sensitive to the needs of students of determination.
- Providing a safe environment free from disruption, bullying, any form of abuse and violence.
- Involving all stakeholders in the learning journey of our students.
- Celebrating successful IB Learner Profile attributes and positive Approaches to Learning.



- Encouraging student independence and accountability for their own behaviour.
- Providing opportunities for student leadership through Student Council roles.
- Giving the students a voice to express concerns.
- Providing support and guidance to students who demonstrate adverse behaviours which may impact on learning, and the delivery of the lessons.

Our Expectations

1. The Principal, staff and parents/carers will establish the policy for the promotion of positive behaviour and review it regularly. They will ensure that it is communicated to all stakeholders, is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour and will be informed of any review.
2. The Pastoral Leadership team and all staff will be responsible for the consistent and fair implementation and day-to-day management of the policies and procedures and role modelling positive behaviour.
3. Parents/carers are responsible for their child(ren) and are encouraged to work in partnership with the school to maintain high standards.
4. Students are expected to be responsible 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 abuse are reported.
5. 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.
6. The school will ensure that appropriate training on promoting positive behaviour is provided to staff in support of the implementation of the policy.
7. The school will seek support from outside agencies to ensure that the needs of all students are met.



Student roles and responsibilities

Students are required to conduct themselves in a manner that upholds the mission, vision and values of AIA and an IB school. In different areas of the school, certain behaviours are expected.

In the classroom.

- Participate in the creation of and follow the classroom essential agreements.
- Arrive for lessons on time.
- Students are considered late to school after 7:50am and must show a late slip to the HRT/Subject teacher.
- Have the correct books and equipment for the lesson.
- Actively listen to people who are presenting / sharing ideas.
- Respect other's rights to learn and teacher's rights to teach.
- Contribute positively to lessons.
- Enter the classroom with the teacher's permission.
- Submitting all work on time.
- Keep the shared classroom environment clean and tidy.
- Respect the school's property. Writing or drawing on the walls is considered an act of vandalism.

Distance Learning.

- Camera must be on, unless specified by the teacher.
- Uniform must be worn.
- Check Managebac/MS Teams/Orison/Seesaw regularly.
- Communicate with your teacher for further clarifications via Teams/E-mail.
- Participate and contribute within the online classroom.
- Refrain from taking or sharing photos/videos of peers/teachers during distance learning.

In the canteen.

- Keep all food and drink inside the canteen.



- Clean up after eating and use the rubbish bins provided.
- Line up and move around in a calm and orderly fashion.
- Be respectful, polite and well-mannered in the shared space to all staff and each other.
- Help others by offering them a seat when you have finished.
- Be mindful of others' allergies and dietary requirements – sharing of food is not encouraged.
- Respect the school's property. Writing or drawing on the walls is considered an act of vandalism.

In the corridors, MPH and outdoor spaces.

- Look smart, think smart, act smart.
- Keep to the right and walk quietly and calmly around the building following any signage.
- Always use appropriate language.
- Always be polite, courteous, and considerate towards other students, staff and school visitors.
- Keep the shared learning areas clean. Place any litter in the rubbish bins provided.
- Only use the lift if provided with a lift pass by the school clinic and/or the phase coordinator.
- Respect the school's property. Writing or drawing on the walls is considered an act of vandalism.

In the washrooms.

- Washroom pass must be used when leaving the classroom.
- Keep the washrooms clean. Place any tissues or litter in the rubbish bins provided.
- Respect the school's property. Writing or drawing on the walls is considered an act of vandalism.
- Always be polite, courteous, and considerate towards other students using the washrooms and to the staff who keep the washrooms clean.
- Turn off taps after use and report any leaking taps/pipes to a member of staff.
- Be mindful of the environment. Only use the required number of resources.

- Inform a member of staff if the washroom is unclean or if they witnessed any concerning incidents.

On the bus.

- Be on time in the morning and in the afternoon at dispersal.
- Wear a seatbelt at all times.
- Sit in their designated seats throughout the journey.
- Place any litter in the rubbish bins provided at the end of the bus journey.
- For safety reasons (and in compliance with RTA regulations), the children are not allowed to eat and drink on the bus, other than water.
- Be polite, courteous, and considerate towards other students and **all** staff.
- Respect the school's property. Writing or drawing on the walls is considered an act of vandalism.

At the School Clinic.

- Request clinic permission slip from teacher present with signature and time out/Clinic Pass in KG/PYP
- Proceed to school clinic and return to class with Clinic Pass/permission slip signed and time of returning.

Bus Conduct

We will operate a three-strike system for any poor behaviour on the bus.

1st Incident:

- The bus attendant will give a behaviour slip to the operations manager. He will share it with the homeroom teacher, reporting an incident on the bus if they consider the student's behaviour to be unacceptable.
- The incident should be recorded by the homeroom teacher on ClassDojo/Orison using the correct behaviour indicator and the reflection process will be carried out.

2nd Incident:



- The incident will be reported by the bus attendant to the operations manager who will then refer the student to the homeroom teacher/head of section. Parents will be emailed about the incident.

3rd Incident:

- A meeting will be arranged with the parents and consequences will be discussed either a 1–3-day suspension or discontinuation of the bus.

Action	No. of Strikes	Person responsible
Not following teacher/attendant instructions and bus safety rules	1 Strike	Support Staff/Operations/Homeroom Teachers/Specialists/Pastoral/SLT
Disregard for Covid 19 rules		
Eating on the bus		
Disrespectful behaviour		
Bullying (Physical, verbal, cyber)	2 Strikes	
Vandalism		
Theft		
Recording or taking photos without consent		
Possession of a dangerous weapon or object	3 Strikes	
Physical abuse		
Threatening behaviour		



Sexual misconduct		
Smoking or vaping, possession and use of drugs, alcohol, or any associated paraphernalia		
Misuse of device (browsing, downloading, uploading or forwarding inappropriate material)		

Note: In special cases a student may present a danger to the health and safety of others due to repeated incidents, or are involved in a one-off action, which is so serious that it would be inappropriate for them to continue the bus. In these situations, the principal will decide on the final outcome.

Staff roles and responsibilities

Staff are required to implement the Positive Behaviour for Learning policy fairly and consistently. They will ensure that all stakeholders are aware of the Positive Behavior for Learning Processes as outlined below. These tables outline the rewards for positive behaviours and the levels applied for adverse behaviours.

Celebrating Positive Behaviour

We use

KG: ClassDojo

PYP: ClassDojo

MYP: Orison

as a platform to celebrate positive behaviour. 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 and equip them to succeed in a rapidly changing world.



KG/PYP

Positive Behaviour

for Learning



At AIA we strive to celebrate positive values, inspire our peers to follow positive actions and support each other to develop their potential in all subjects through our behaviour management tools.

Positive Dojo Points– rewarding positive behaviours		
Action	Response (Dojo)	Person responsible
Embodying the IB Learner Profile: Caring, Balanced, Communicator, Risk-taker, Open-minded, Inquirer, Reflector, Knowledgeable, Thinker, Principled.	+ 1 Dojo Point	All staff
Participating in class		
Neat presentation of work		
Excellent attitude towards learning	+ 2 Dojo Points	
Contributing to a school event E.g. sports day, interhouse games, awards evenings, open days, musical events, well-being.	+ 3 Dojo Points	
Student Council actions		



Negative Dojo Points – levels of adverse behaviours		
Action	Level of demerit (Dojo)	Person responsible
Misuse of headphones	Level 1 (-1 dojo)	All staff
Littering		
Chewing gum		
Not being prepared for class		
Not following teacher instruction		
Late for class		
Uniform offence		
Lack of effort		
Eating in the classroom		
Missing a reflection time		Pastoral leadership team
Disregard for Covid 19 rules	Level 2 (-2 dojo)	All staff
Missing deadlines or not completing work on time		
Misuse of device (playing games / VPN)		
Disrupting other's learning		
Disrespectful behaviour		



Using the lift		
Bullying (Physical, verbal, cyber)	Level 3 (-3 dojo)	Pastoral leadership team
Physical abuse		
Vandalism		
Theft		
Recording or taking photos without consent	Level 4 (-4 dojo)	
Possession of a dangerous weapon or object		
Threatening behaviour		
Sexual misconduct		
Smoking or vaping, possession of drugs, use of alcohol		
Misuse of device (browsing, downloading, uploading or forwarding inappropriate material)		

Levels of Behaviour

For level 3 & 4 negative Dojos please take note of the severity level below and corresponding example:



Physical Abuse - Level 3

- Rating 3 – A push, results in student falling.
- Rating 5 – A slap on back of a student’s head.
- Rating 10 – A punch in the face/group fight.

Note: In special cases a student 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. In these situations, the principal and outside agencies will decide on the final outcome which might be a managed move to another school or permanent expulsion.

Procedures for repeated negative dojos

Level	Action	Person Responsible	Further Actions
1 (-10 Dojo Points)	Lunch Time Reflection session Parents emailed	Homeroom Teacher/ Pastoral leadership team	Ongoing communication with parents Follow up with student by homeroom teacher / subject teacher.
2 (-6 Dojo Points)	Lunch Time Reflection session Parents emailed	Homeroom Teacher/ Pastoral leadership team	Daily monitoring report Behavior Contract
3 Each level 3 offense	Possible internal/ external suspension depending on severity/situation for a fixed period of between 1-3 days	Pastoral leadership team	Behavior Contract Meeting with PYPC and Pastoral Head.



	Parents called in for meeting		Possible meeting with Counselor/Principal / Vice-Principal.
4 Each level 4 offense	External Suspension depending on severity/situation for a fixed period of between 1-3 days Parents called in for meeting	Pastoral leadership team	Behavior Contract Meeting with PYPC and Pastoral Head. Possible meeting with Counselor/Principal / Vice-Principal. Possible referral to an outside agency for support.

Monitoring Report Systems

Action/Type of Report	Description
Reflection Session	Students monitored in a selected location by Pastoral Head for 20 minutes during lunch break. They will complete a reflection form answering questions relating to their actions and how to move forward positively. If this happens twice in a week, parents will be contacted via email. After parental contact student may be put on to Daily Monitoring Report in all classes.
Daily Monitoring Report	Student will be placed on daily monitoring report by the pastoral leadership team. This involves a document to be



	<p>filled out daily by all teachers. To monitor progress, behaviour, homework, punctuality etc. Parents will be informed by email/meeting and be required to read and sign the report every evening. The report needs to be returned to pastoral team daily. If adverse behaviour is continued, students will be required to sit for reflection sessions and the daily report will be extended.</p>
<p>Behaviour Contract</p>	<p>Students are placed on a Behaviour Contract for level 3 or 4 negative dojo points and possibly for repeated level 1 or 2 offenses. This contract outlines goals that a student needs to work towards. Parents will be informed by email/meeting. These goals are agreed upon by parents, students and pastoral leadership team. This document needs to be signed by parents, students and pastoral leadership team. If these goals are not met, the actions will then move towards suspension.</p>
<p>Internal Suspension</p>	<p>Students are placed on an internal suspension for level 3 or 4 negative dojo points dependent on severity rating. Parents will be informed by email/meeting. During an internal suspension, student will report to the pastoral leadership team's office at the start of the day. They will visit all their subject teachers to gather work to be completed during school hours. Student will be monitored by the pastoral leadership team throughout the day and will not engage in any playtime or classroom activities. A document needs to be signed by parents, students and pastoral leadership team.</p>



External Suspension	<p>Students are placed on an external suspension for level 3 or 4 negative dojo points dependent on severity rating. Parents will be informed by email/meeting. Students will not be on campus and remain at home for the duration decided. They will be expected to complete the daily classroom tasks assigned by the subject teachers on MS Teams/Seesaw. A document needs to be signed by parents, students and pastoral leadership team.</p>
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MYP

Positive Behavior for Learning



Our behavior management tools enable us to celebrate positive attributes and help students understand how they can develop positive and inspiring behavior attributes across a range of subjects. The Orison merit 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.

Merit points and selected subjects are celebrated monthly in the Standing Out Award Assembly where students will be celebrated and receive a certificate. The merit points awarded for the learner profiles informs data that enables teachers and students to identify areas of the learner profile that students can focus on and supports students in setting SMART targets to further 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 contact for all our students. The student leadership support the school in promoting and celebrating the success of all our students across their house groups. All student council leaders support the academic staff in further monitoring through completing break and lunch time duties.

Merit table – rewarding positive behaviours		
Action	Response (Orison)	Person responsible
Embodying the IB Learner Profile: Caring, Balanced, Communicator, Risk-taker, Open-minded, Inquirer, Reflector, Knowledgeable, Thinker, Principled.	+ 1 House Point	All staff
Participating in class		



Neat presentation of work		
Excellent attitude towards learning	+ 2 House Points	
Service as action		
Contributing to a school event E.g. sports day, interhouse games, awards evenings, open days, musical events, well-being.	+ 3 House Points	
Leading school assembly		
Outstanding effort		
Social media contributor		Social media staff coordinator
Student leader actions		Student Council staff mentor

Demerits – levels of adverse behaviours		
Action	Level of demerit (Orison)	Person responsible
Misuse of headphones	Level 1 (1 demerit)	All staff
Littering		
Chewing gum		
Not being prepared for class		



Not following teacher instruction		
Late for class		
Uniform offence		
Lack of effort		
Eating in the classroom		
Missing a reflection time		Pastoral leadership team
Disregard for Covid 19 rules		
Missing deadlines or not completing work on time		
Misuse of device (playing games / VPN)	Level 2 (2 demerits)	All staff
Disrupting other's learning		
Disrespectful behaviour		
Using the lift		
Bullying (Physical, verbal, cyber)		
Physical abuse	Level 3 (3 demerits)	
Vandalism		Pastoral leadership team
Theft		
Recording or taking photos without consent	Level 4	



Possession of drugs or alcohol	(4 demerits)	
Possession of a dangerous weapon or object		
Threatening behaviour		
Sexual misconduct		
Smoking or vaping		
Misuse of device (browsing, downloading, uploading or forwarding inappropriate material)		

Levels of Behaviour

For level 3 & 4 demerits please take note of the severity level below and corresponding example:



Physical Abuse - Level 3

Rating 3 – A push, results in student falling.

Rating 5 – A slap on back of a student's head.

Rating 10 – A punch in the face/group fight.

Note: In special cases a student 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. In these situations, the principal and outside agencies will decide on the final outcome which might be a managed move to another school or permanent expulsion.



Procedures for repeated demerits

Level	Action	Person Responsible	Further Actions
1 (-10 Orison demerits)	Lunch Time Reflection session Parents emailed	Homeroom teacher/ Subject teacher	Ongoing communication with parents Follow up with student by homeroom teacher / subject teacher.
2 (-6 Orison demerits)	Lunch Time Reflection session Parents emailed	Homeroom teacher/ Subject teacher	Daily monitoring report Subject monitoring report
3 Each level 3 offense	Possible internal/ external suspension depending on severity/situation for a fixed period of between 1-3 days Parents called in for meeting	Pastoral leadership team	Individual Behaviour Plan Mindfulness session with school counselor Meeting with MYPC and Pastoral Head. Possible meeting with Principal / Vice- Principal.
4 Each level 4 offense	External Suspension depending on severity/situation for a fixed period of between 1-3 days	Pastoral leadership team	Individual Behaviour Plan Mindfulness session with school counselor



	<p>Parents called in for meeting</p>		<p>Possible referral to an outside agency for support.</p> <p>Meeting with MYPC and Pastoral Head.</p> <p>Meeting with Vice-Principal/Principal.</p>
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Monitoring Report Systems

Students who are not responding to a range of strategies to support positive behaviour can be placed on monitoring reports with appropriate, individualized targets set. There are a variety of reports used at AIA.

Action/Type of Report	Description
<p>Reflection Session</p>	<p>Students monitored in a selected location by homeroom/subject teacher for 30 minutes during lunch break. They will complete a reflection form answering questions relating to their actions and how to move forward positively. Parents will be emailed the details and be required to sign and return the reflection slip. If a student fails to attend their reflection session their parents will be notified and the reflection rescheduled. If this happens three times within a term, they will have a</p>



	<p>further consequence in agreement with their parents.</p> <p>Absenteeism will be excluded here.</p>
Daily Monitoring Report	<p>Student will be placed on daily monitoring report by the pastoral leadership team. This involves a document to be filled out daily by all teachers. To monitor progress, behaviour, homework, punctuality etc. Parents will be informed by email/meeting and be required to read and sign the report every evening. The report needs to be returned to pastoral team daily. If adverse behaviour is continued, students will be required to sit for reflection sessions and the daily report will be extended.</p>
Subject Monitoring Report	<p>A once off subject monitoring report can be requested by a parent/teacher when students are underperforming in one or more subjects. This report is to monitor progress, behaviour, homework, punctuality etc. If adverse behaviour is continued, students will be required to sit for reflection sessions and/or attend support lessons.</p>
Individual Behaviour Plan	<p>Students are placed on an IBP for level 3 or 4 demerits and possibly for repeated level 1 or 2 offenses. This plan outlines goals that a student needs to work towards. Parents will be informed by email/meeting. These goals are agreed upon by parents, students and pastoral leadership team. This document needs to be signed by parents, students and pastoral leadership team. If these goals are not met, the actions will then move towards suspension.</p>
Mindfulness Session	<p>AIA understands that there could be personal factors affecting a student's behaviour. Whether in the</p>



	<p>classroom, corridors, bus or during unsupervised time, we all need the skills to communicate effectively which will lead to successful relationships. We want to encourage our students to have the ability to empathize, control impulsive reactions, listen actively to the perspectives of others and be persisted, consistent and positive in seeking solutions and compromise. These mindfulness sessions target the social-emotional learning of the student and to further understand factors that might be contributing to adverse behaviours.</p>
<p>Internal Suspension</p>	<p>Students are placed on an internal suspension for level 3 or 4 demerits dependent on severity rating. Parents will be informed by email/meeting. During an internal suspension, student will report to the pastoral leadership team's office at the start of the day. They will visit all their subject teachers to gather work to be completed during school hours. Student will be monitored by the pastoral leadership team throughout the day and will not engage in any playtime or classroom activities. A document needs to be signed by parents, students and pastoral leadership team.</p>
<p>External Suspension</p>	<p>Students are placed on an external suspension for level 3 or 4 demerits dependent on severity rating. Parents will be informed by email/meeting. Students will not be on campus and remain at home for the duration decided. They will be expected to complete the daily classroom tasks assigned by the subject teachers on Managebac. A</p>



	document needs to be signed by parents, students and pastoral leadership team.
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Reasonable Force (Whole School)

The term reasonable force refers to actions that might be used by a teacher that involves a degree of physical contact with a student(s) due to an extreme circumstance that may involve danger to the student or others. Reasonable in the circumstances, means using no more force than is needed.

This can range from blocking a student's path, standing between two students, guiding a student to safety by the arm, breaking up a fight, or restraining a student to prevent violence or injury. Restraint means to physically hold back or to bring a pupil under control.

Restraint must not:

- Involve hurting a student
- Restrict the student's breathing
- Involve contact with private areas of the student
- Involve locking the student in a room

Reasonable force can be used legally by members of school staff. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organized visit. Support staff are encouraged to call their line manager, any teacher present, pastoral team or child protection officer to assist.

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 be used:

- Preventing a student from leaving a classroom or venue on a class trip, where allowing a student to leave would risk their safety and that of others
- Preventing a student from attacking a member of staff/peers or to stop a fight
- Restraining a student from harming themselves through a physical or emotional outburst

AIA has the legal duty to adjust these guidelines for the safety of students of determination.

Schools cannot legally use reasonable force as a punishment.

School's power to search students

In addition to the general power to use reasonable force described above, Principals and authorized staff (SLT, Pastoral Leadership Team, IT Administrator and Child Protection Officer) can search for the following prohibited items:

- knives and weapons
- alcohol and illegal drugs
- stolen items
- tobacco, vapes and cigarettes
- fireworks
- pornographic images, illegal websites and VPNs
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Please refer to the school website for all policies referred to in this document:

<https://aiadubai.com/school-policies/>

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