

Positive Behaviour for Learning Policy

Ambassador International Academy



أكاديمية امباسادور الدولية
AMBASSADOR
INTERNATIONAL ACADEMY
INSPIRE INQUIRE INNOVATE

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

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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.

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, overall wellbeing and holistic 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

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/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?**

Restorative Justice meetings will always include the person/s that have harmed the relationship, those that have been harmed and a member of staff who chairs and records the discussion during the meeting.

There will be times when the restorative meeting will not be able to take place straight away. This may happen if the incident is at the end of the day, one of those involved is not present in school, those involved are not ready to have the conversation. In such incidences, the restorative conversation **must** happen as soon as is possible.

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/Class Dojo points
- 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.
- Use ABC forms to identify potential triggers (Appendix)
- Monitor the level of tasks given to the student.
- Include an element of choice – student-led learning.

Levels of Consequences

Level 1	Person/s involved	Actions to be taken
<ul style="list-style-type: none"> ○ 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 	<p>HRT/Specialist Support staff</p>	<ul style="list-style-type: none"> ○ Reminder of expectations – <i>member of staff who witnessed behaviour.</i> ○ Restorative conversation – <i>member of staff who witnessed the behaviour.</i>
Level 2	Person/s involved	Actions to be taken
<ul style="list-style-type: none"> ○ Repeated L1 behaviour (3x) ○ Rudeness to staff ○ Repeated electronic device misuse. ○ Low-level bullying/harassment ○ Academic dishonesty ○ Other mid-level concern 	<p>HRT/Specialist Support staff GLC/HOD</p>	<ul style="list-style-type: none"> ○ ABC form completed and uploaded to iSams– <i>by the member of staff who witnessed the behaviour.</i> ○ <i>Member of staff who witnessed the behaviour to - Log L2/Orange on Managebac/iSams with a factual account of the incident/s.</i> ○ Restorative conversation – <i>students involved with GLC/HOD leading and recording the discussion. - account of meeting, including the agreed upon actions/consequences to be uploaded to iSams.</i>

Level 3	Person/s involved	Actions to be taken
<ul style="list-style-type: none"> ○ Repeated L2 behaviour (3x) ○ Defiance to a member of staff ○ Truantiing lessons ○ Racist behaviour ○ Vandalism ○ Excessive physical contact ○ High-level bullying 	<p>Member of staff who witnessed the behaviour & Pastoral Team (DHoP)</p>	<ul style="list-style-type: none"> ○ Parents informed by GLC/HOD ○ Log L3/Red on Managebac/iSams – <i>member of staff who witnessed the behaviour.</i> ○ Removed from classroom, if the behaviour poses a threat to others or themselves. ○ ABC form completed and uploaded – <i>by member of staff who witnessed the behaviour.</i> ○ Restorative conversation with students involved, <i>chaired and recorded by Pastoral Lead/DhoP.</i> ○ <i>Pastoral Lead/DHoP to upload to iSams.</i> Meeting notes from restorative meeting that include actions agreed upon, consequences and community service details. ○ <i>Pastoral Lead/DHoP</i>– To hold a meeting with parents to discuss next steps. ○ <i>Pastoral Lead/DHoP to</i> hold a team around the child (TAC) meeting with relevant staff– notes taken and uploaded to iSams. ○ Behaviour Success plan drawn up <i>by Pastoral Lead/DHoP with input from relevant staff</i> if necessary. (Appendix 3)

		<ul style="list-style-type: none"> ○ If Behaviour Success plan is written, this will be uploaded onto iSams by <i>Pastoral Lead/DHoP.</i>
Level 4	Person/s involved	Actions to be taken
<ul style="list-style-type: none"> ○ Repeated L3 behaviour (3x) ○ Violence ○ Theft ○ Possession of dangerous items ○ Possession of controlled substances ○ Possession of explicit material ○ Other high-level concern 	<p>Member of staff who witnessed the behaviour & A member of SLT</p>	<ul style="list-style-type: none"> ○ Log L3/Red on Managebac/iSams – <i>member of staff who witnessed the behaviour.</i> ○ Removed from classroom immediately if the behaviour poses a threat to others or themselves. ○ ABC form completed and uploaded to iSams – <i>by member of staff who witnessed the behaviour.</i> ○ Restorative conversation with students involved <i>chaired and recorded by member of SLT.</i> ○ <i>Member of SLT to upload to iSams.</i> Meeting notes from restorative meeting that include actions agreed upon, consequences and community service details. ○ <i>Member of SLT</i> – To hold a meeting with parents. ○ <i>SLT</i> – decide if extended removal from class is appropriate. ○ <i>Pastoral Lead/DHoP to</i> hold a team around the child (TAC) meeting with relevant staff– notes taken and uploaded to iSams. ○ Behaviour Success plan drawn up <i>by Pastoral Lead/DHoP with input from relevant staff</i> if necessary.

		<ul style="list-style-type: none"> ○ If Behaviour Success plan (appendix 3) is written, this will be uploaded onto iSams by <i>Pastoral Lead/DHoP</i>.
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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
<ul style="list-style-type: none"> ○ Not following instructions or the bus safety guidelines ○ Eating on the bus ○ The use of electronic devices on the bus ○ Disrespectful behaviour 	Bus attendant Head of operations HRT	<ul style="list-style-type: none"> ○ Reminder of the expectations when on the bus – Bus attendant ○ Bus attendant to give a behaviour slip to the Operations manager who will share it with the HRT ○ Log on Managebac/iSams by HRT ○ Restorative conversation – Bus attendant and HRT ○ Parents emailed by HRT
Step 2	Person/s involved	Actions to be taken
<ul style="list-style-type: none"> ○ Repeated Step 1 behaviour (3x) ○ Any form of bullying ○ Vandalism ○ Theft 	Bus attendant Head of operations HRT Pastoral Team	<ul style="list-style-type: none"> ○ Reminder of the expectations– Bus attendant ○ Bus attendant to give a behaviour slip to the Operations manager who will share it with the HRT ○ Where necessary, Operations Manager obtains video footage of incident and shares with Pastoral Lead/DHoP who will carry out an investigation, record the details and upload the information to iSams.

		<ul style="list-style-type: none"> ○ Restorative conversation to be held with all involved and chaired by Pastoral Lead/DHoP. Notes from meeting, including any actions/consequences and community service uploaded to iSams. ○ Parents contacted by Pastoral Lead/DhoP.
Step 3	Person/s involved	Actions to be taken
<ul style="list-style-type: none"> ○ Repeated Step 2 behaviour (3x) ○ Possession of a dangerous object ○ Physical abuse ○ Threatening behaviour 	<ul style="list-style-type: none"> Bus attendant Head of Operations HRT Pastoral Team Head of School Principal 	<ul style="list-style-type: none"> ○ Operations Manager to obtain video footage of the incident. ○ Incident log on Managebac/iSams by Pastoral Lead/DHoP ○ Investigation of the incident carried out by Pastoral Lead/DHoP and reported to Head of School ○ Meeting with parents and Head of School and or Principal ○ SLT to decide on further actions to be taken.

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 involved parties 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 – ABC form

Name of student				Homeroom/Class	
Name of staff member				Incident logged?	
Date	Time of incident	<u>Antecedent</u> <i>Events or activities that occur before the incident</i>	<u>Behaviour</u> <i>Describe the exact behaviour exhibited</i>	<u>Consequences</u> <i>What action was taken?</i>	<u>Child's response</u> <i>What the student did in response to the consequence</i>
<i>3/2/23</i>	<i>1:30</i>	<i>Class was asked to line up ready for their PE lesson</i>	<i>RS pushed another child and they fell to the ground</i>	<i>Reminder of expectations - Logged L2 on iSams ABC form completed and uploaded. Parents informed. Restorative conversation held with both students</i>	<i>RS cried during the restorative conversation. He said that he did not mean to upset MK but he wanted to be at the front of the line. RS and MK came to the agreement that they would alternate who would be at the front of the line in future. RS wrote a letter of apology</i>

Appendix 3 – Example Behaviour Success Plan

Date created: 25-1-23

Review date: 22nd February 2023

Key concerns:

- When gets frustrated and when he feels that someone has hurt his feelings he can lash out in retaliation
- is not able to regulate his emotions when he feels frustrated or upset
- needs support to understand how his actions impact others
- finds it difficult to take responsibility for his actions
- is very self-directed and can find it difficult to follow instructions in class if he feels what he wants to do is more important
- can become fixated on the behaviours of other students in the class even if they are not impacting on him

Key support in place:

- Ruth has put in place a strategy for to spend breaktimes with her if he feels that he needs to or if he is in a heightened emotional state and he needs help to regulate his emotions
- Use the zones of Regulation language to try to help him recognise his own and others' emotions – he doesn't necessarily respond to the images but understands and responds to the language used
- Push in support in language and maths from inclusion team
- Social stories – Inclusion team to lead – is very good at creating stop-go animations so he may create the social stories himself – using a personalised social story that he has had input into will be more effective
- If we know that the teacher will be absent – prep and remind him of the strategies he can use prior to the absence
- If an incident occurs, will have reflection session with his teacher, Ruth or a member of the Inclusion team
- If an incident occurs, a restorative justice meeting will take place once is able and willing to take part
- If is in a heightened state of emotion, he will spend time with Ruth and/or the inclusion team to support him to regulate his emotions

Accommodations

- can leave the class/playground if he is feeling emotional and he needs to take a break he can visit Ruchika, Ruth, Michelle, Jordan, Zeina, Imari to talk it through
- Take a now and then approach to encourage him to complete an activity that he is being asked to do – when he has completed the task he can have a set time on his passion project – this will need to be timed and clearly explained to as he may not want to stop working on his preferred task
- Where possible, let decide from two options in the way he wants to complete his work so that he feels that he is still in control

- In the event of teacher being absent can be given a few choices about where he would feel most comfortable to complete his assigned tasks

Targets

- No physical incidences initiated by over the next 4 weeks (review of the Success Plan 22nd Feb 2023)
- can recognise his emotions when asked by an adult
- can recognise the emotions of others in a fictional scenario whilst is in the green zone
- completes his work in line with expectations 3/6 times across the day
- can use taught strategies, from the social stories, to recognise others' emotions from a fictional scenario

Desired outcomes:

- can self-regulate independently
- can recognise others' emotions independently and act accordingly
- follows the instructions from all teachers and completes his work as expected

	Baseline indicators (Behaviours we see when relaxed)	Known triggers	Escalation (Behaviours noted that show action will increase intensity)	Behaviour crisis is reached	Post-incident recovery indicators	Possible function of behaviour
Individual attributes	<u>Individual</u> <ul style="list-style-type: none"> • Happy • Smiling/Laughing • Relaxed body language • Appropriate voice level <u>Class/staff</u> <ul style="list-style-type: none"> • Cooperative • Joining in with activities • Interacting with staff and peers <u>Teaching</u> <ul style="list-style-type: none"> • Verbally communicating 	<u>Individual</u> <ul style="list-style-type: none"> • When other students comment on his behaviour/work • Triggers not always evident <u>Class/staff</u> <ul style="list-style-type: none"> • Attention drawn to action • Given choices which do not appeal to him • Firm expectations 	<ul style="list-style-type: none"> • Shouting rather than talking • Agitated • Frustration • Looking angry • Playing roughly • Leaving his seat when he hasn't been asked to • Refusing to follow instructions • Distraction techniques have minimal effect/temporary 	<ul style="list-style-type: none"> • Hurting another student/s • Shouting over anyone that is talking to him (member of staff/student) • Shouting • Angered facial expression • Distraction techniques do not work 	<ul style="list-style-type: none"> • Crying • Relaxed posture 	<ul style="list-style-type: none"> • heightened emotions and distress (regulation)

	<ul style="list-style-type: none"> Following two step instructions 	<u>Teaching</u> <ul style="list-style-type: none"> Expectation to complete tasks that he is not interested in Given no choice on how to complete tasks 				
Strategies to use	<u>Individual</u> <ul style="list-style-type: none"> Choice of the way the activity is completed Option given of working with a friend Given responsibility (distraction from action) <u>Class/staff</u> <ul style="list-style-type: none"> Social stories Engaging activities that can be completed in a range of ways (not always a written task) Do not draw attention to low level behaviour and ignore action unless putting himself or others in harm's way. Opportunities to interact with all staff Teachers to reinforce strategies he can use when feeling his space is being invaded/strategies he can use to calm himself down when upset Build a strong relationship with so that he is aware that you care for him, and 	<u>Individual</u> <ul style="list-style-type: none"> Class reminder of expectations of where they should be Access to an agreed place to go if he feels that he is struggling to control his emotions Give him a job or responsibility Quietly talk to him to remind him of agreed expectations <u>Class/staff</u> <ul style="list-style-type: none"> Always keep calm, clear and cheerful Use positive language Continue to offer managed choices Use calming strategies ZOR Reminder of optional places to go to complete tasks <u>Teaching</u>	<ul style="list-style-type: none"> Remove from the class for a private reflection of his emotions Asking to take a letter to someone out of the class Reminder of the now and then approach 	<ul style="list-style-type: none"> Remove from the situation to see Ruth or someone from the inclusion team Give the space and time to calm himself down Tell that you can see he is upset/angry etc and you are there to help him whenever he is ready 	<p>Reflection using the ZoR/restorative justice approach</p> <p>Help to understand how his actions have impacted others and what he needs to do to repair the relationship</p>	

	<p>you want to support him</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> • Visual timetable • Preparing Leo if a change in teacher/timetable occurs in advance • Consistency in approach to behaviour from all teachers • Clear expectations for all the class • Use a now and then approach 	<ul style="list-style-type: none"> • Positive praise/proximal praise • Consistency from all teachers 				
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