



**CIS Elementary Teacher Behavior
Management Policy**



Collegiate International School Policies



Our Vision

Providing world class education

Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world

Our Philosophy

- to be recognized by the success of our students in achieving their personal goals
- to make student development the center of all school decisions
- to aspire to the highest internationally recognized performance standards
- to build and celebrate a culture based on internationalism
- to enable the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

The CIS Motto

Community | Innovation | Success

The CIS Mascot

The Wildcat



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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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INTRODUCTION:

The Behavior Management Policy for Elementary Teachers at Collegiate International School outlines a supportive and inclusive approach to fostering a positive classroom environment that promotes respectful behavior, responsible actions, and effective learning. This policy ensures consistency, fairness, and a nurturing atmosphere for students to thrive academically and socially.

1 POSITIVE CLASSROOM CULTURE:

1.1 Teachers will establish a welcoming and inclusive classroom culture that respects diversity, promotes empathy, and values open communication.

1.2 Clear expectations for behavior, aligned with the IB Learner Profile, will be communicated at the beginning of the school year and consistently reinforced.

2 PREVENTIVE STRATEGIES:

2.1 Teachers will proactively engage students through engaging lessons, collaborative activities, and differentiated instruction to minimize behavior challenges.

2.2 Regular opportunities for student reflection and goal-setting will encourage self-awareness and self-regulation.

3 BEHAVIOR EXPECTATIONS:

3.1 Students are expected to follow the Student Code of Conduct, adhering to guidelines outlined by Collegiate International School.

3.2 Essential Agreements will be collaboratively created with students, fostering a sense of ownership and responsibility for maintaining a positive classroom environment.

4 POSITIVE REINFORCEMENT:

4.1 Teachers will recognize and celebrate students' positive behaviors, efforts, and achievements, fostering a sense of accomplishment and motivation.

4.2 Verbal praise, certificates, and privileges will be used to acknowledge exemplary behavior.

5 CONSEQUENCES AND INTERVENTIONS:

5.1 When behavior expectations are not met, teachers will implement appropriate consequences that promote reflection and learning.

5.2 Interventions may include one-on-one discussions, restorative conversations, and collaborative problem-solving.

6 RESTORATIVE PRACTICES:



6.1 Restorative practices will be employed as a means of resolving conflicts and addressing behavioral issues.

6.2 Restorative circles, conferences, and discussions will provide a space for students to express themselves, take responsibility, and work towards repairing harm caused by their actions.

7 SUPPORT FOR INDIVIDUAL NEEDS:

7.1 Students with specific behavioral or emotional needs will receive personalized support and accommodations, as outlined in their individualized education plans.

7.2 Collaborative efforts with support staff and parents will ensure a holistic approach to student well-being.

8 COMMUNICATION:

8.1 Regular and open communication with parents/guardians will occur to discuss behavior, progress, and strategies for improvement.

9 PROFESSIONAL DEVELOPMENT:

9.1 Teachers will engage in ongoing professional development to enhance their skills in creating a positive classroom environment and effective behavior management.

10 REVIEW AND AMENDMENTS:

- 8.1. Policy Review: This policy will be reviewed periodically to ensure alignment with KHDA regulations and any necessary amendments will be made in consultation with relevant stakeholders.
- Review of the Attendance Policy and practice happens strategically throughout the school year
 - **Orientation:** During orientation all teachers participate in a workshop connected to Language policy
 - **End of Year Review:** At the end of each academic year the SLT and Middle Leaders review the Language policy to ensure it is effective, clear and up to date. This happens across the PYP, MYP and DP to ensure vertical alignment of policies and practices
 - **Governance:** Head of school share the Language policy with governance anytime changes have been made
- **This policy was reviewed in July 2023**
- **The policy will be reviewed again in July 2024**

The Behavior Management Policy for Elementary Teachers at Collegiate International School promotes a nurturing, respectful, and engaging classroom environment. By adhering to this policy, teachers ensure that behavior management is approached with understanding, compassion, and a commitment to helping students develop into responsible, empathetic, and globally-minded individuals. The integration of restorative practices further enhances the culture of respect and accountability within the school community.

