



CIS Secondary Teacher Behavior Management Policy



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.



Introduction

At Collegiate International School (CIS) we aim to encourage positive interactions and behaviour by all our students. In doing this we work to discourage anti-social and disruptive behaviour, through the application of positive rewards and undesirable sanctions in relation to the level of the behaviour. We believe that celebrating positive behaviour with rewards will further promote positive behaviour as well as a positive learning atmosphere.

In applying this policy, CIS aims to ensure that it is applied fairly and consistently without regard to gender or ethnicity. As far as possible each case is reviewed on its individual merits and the proper process of investigation will be undertaken in all matters.

Aims

- To provide a safe, secure and positive learning environment, where all students may develop their full potential across the curriculum.
- To develop a clear understanding of behavioural expectations by all members of the school community.

Rewards

We believe that rewards can be given for a range of positive behaviour and therefore we have facilitated reward points to be given for a range of behaviours. Our rewards structure is based on the WILDCATS acronym, symbolic of CIS, these are as follows:

W – Wellbeing

I – Innovation

L – Leadership

D – Determination

C – Creativity

A – Academic achievements

T – Thoughtful of others and the community

S – Sports achievements

Students may receive 1, 2 or 3 reward points depending on their positive behaviours they exhibit. To achieve the highest number of points, students are expected to go over and above expectations. Examples of these behaviours are as follows:

Reward points should be logged on iSAMS under one of these headings. Reward points are collated by the Secondary Deputy Head and can contribute towards additional rewards or benefits for the student such as:

- **Student of the Month** – The student with the most reward points in each grade level for the month is assigned as student of the month and their photo is put up on display.
- **Rewards Trip** (per term) - The students with the most reward points across a semester will be able to go out on a day trip (non-educational).

All rewards are to be celebrated in assemblies and promoted on social media for parental engagement.



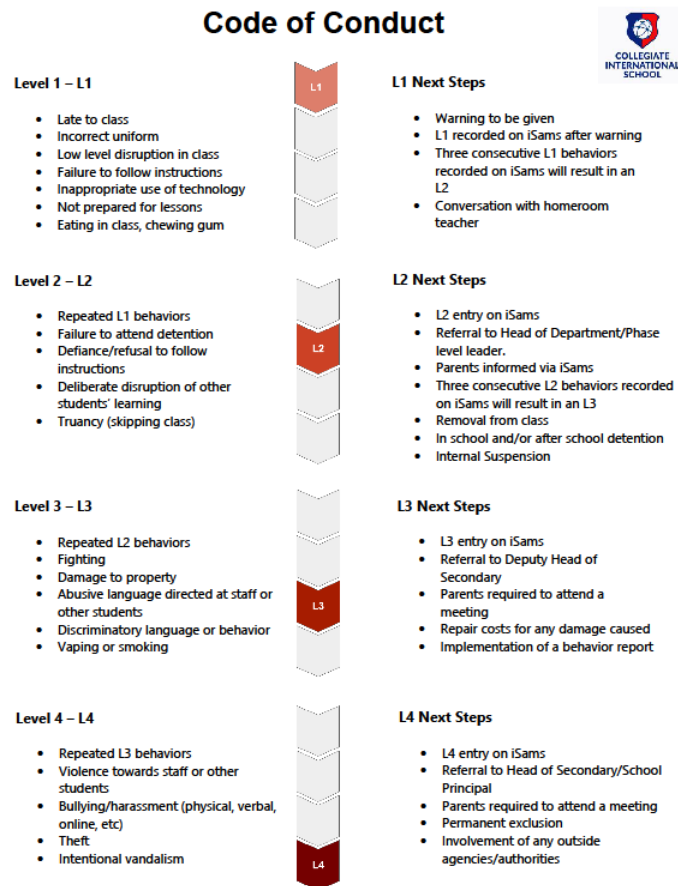
Sanctions

At times it is necessary to employ sanctions when behavioural expectations are not met. Students have the right to expect fair and consistently applied sanctions that make a clear distinction between serious and minor infringements and, as far as possible, ensure that each case is dealt with on its merits. An appropriate sanction is one which is designed to put matters right and encourage more positive behaviour in the future.

The following table shows examples of offences according to the school’s new levelled behavioural approach (this is not an all-encompassing list). This approach is in line with the UAE Ministry of Education’s Student Conduct Disciplinary Bylaw in School Community document.

The table of offences will be recognised if the student is in attendance at school, on a school- authorised field trip or outside the school premises in uniform. As students near the school premises are often recognised to be CIS students, they are still seen to be representing the school so disciplinary measures will also ensue for such offences directly proximate to the school premises.

Secondary Behaviour Code of Conduct

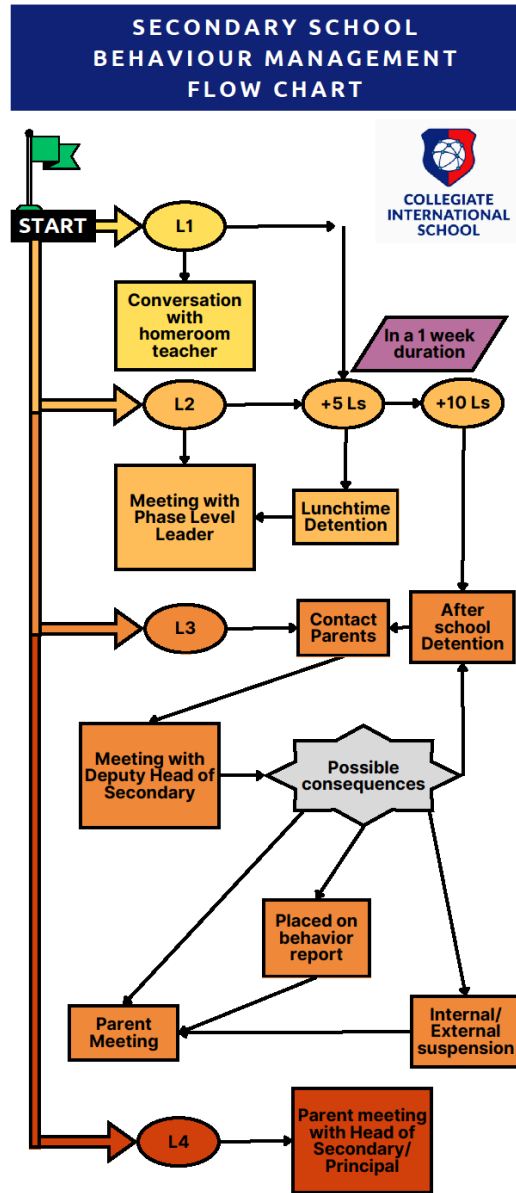


The behavior code of conduct is displayed in all classes for teachers’ and students’ viewing. The escalation tiers should be followed by all staff and all behaviour should be logged on iSAMS.



Role of the Homeroom Teacher, Phase Level Leaders and SLT

The Senior Leadership Team (SLT) will be responsible for the overall academic standards and pastoral care for the secondary school. SLT will liaise with phase level leaders and homeroom teachers to ensure standards across the school are maintained. SLT will observe trends in behaviour data across subjects and intervene, as necessary. If low level disruption is observed across subjects and/or around the school building, the following steps will be carried out:



Further escalation of any undesirable behaviour above the parameters outlined are to be handled by the Secondary Head in consultation with the school principal.



Preventing Undesirable Behaviour

Undesired behaviour may involve actions, words or physical gestures that could reasonably be perceived to cause another person distress or comfort. There are a number of reasons which may lead to children behaving in an anti-social manner. Anti-social behaviour may well be related to a student's stage of development and will form a normal part of coming to terms with developing social skills.

However, it may also be a symptom of some underlying anxiety, confusion, upset or the result of a student's special needs. Lack of consistency in routines and in carers could also be a contributory factor.

Strategies to deal with these behaviours should include the following, dependant on the individual:

- Provide clear boundaries, expectations of behaviour and IB Learner Profile attributes.
- Provide seating plans for students to separate potential behavioural incidents.
- Be pro-active and pre-empt possible undesired behaviour by being observant.
- Distract individual students from undesired behaviour by providing reminders.
- Where poor behaviour is minor, provide options for the student to make positive choices and praise good behaviour instead.
- Judge which behaviour you would allow students to resolve themselves without immediate adult intervention.
- Recognise undesired behaviour immediately and explain what behaviour you expect.
- Verbal reminders should focus on the positive behaviour rather than the undesired action, for example: "put your hand up before answering" rather than "stop shouting out".
- Acknowledge children's feelings e.g. anger. Encourage and develop an understanding on the consequences of our actions. Ask questions such as "How are you feeling today?" to encourage children to acknowledge their feelings.
- Any discussion about a student's undesired behaviour should be done privately and discreetly and not in front of others, but ensure those affected know that action has been taken.
- Where a student has caused upset to another student the emphasis should be towards supporting the affected student to resolve the conflict.

Opportunities and reminders should be used prior to using the Behaviour Levels listed below, such as (unless the undesired behaviour is deemed serious):

1. **A nonverbal reminder**, 'the look', a shake of a finger, a shake of the head.
2. **Whole class verbal reminder**, draw attention to classroom expectation and rules.
3. **Individual verbal warning**, address the student by name, write their name on the board, state the behaviour you do not want to see, describe expected behaviour and warn of the consequence if it occurs again.

Restorative Practice

It is vital that after any undesirable behaviour and subsequent consequences, there is a conversation with the involved student to help them understand the impact of their undesirable behaviour. The focus of the conversation should be on the reflection of the behaviour and the impact that it had on the student, peers, the lesson and other potential involved parties. Students should be given the opportunity to express themselves and learn from the experience. This may be with the homeroom teacher, phase level leader or member of SLT.



Exclusion of Students

In certain circumstances it might be necessary under the Private Education Law, the student registered in the school shall be excluded in the following cases:

For disciplinary reasons:

- If he/she is being sentenced a final judgment for a crime or misdemeanour which is against honour or honesty or if he/she assails one of the personnel working in the school or in the Ministry.
- If he/she commits deeds against honour and honesty or religious values inside the school.
- If he/she deliberately damages school property.

Provided that the cases referred to in the above items should be proved by an official investigation. The judgment in the previous cases shall be made by a decision from the Director of Education Area, and the judgment decision shall be notified to the Parents, School and the Competent Department. Such matters should comply with what is stated in the procedures and regulation of student conduct, and guidance in the school society.

For non-disciplinary reasons:

- If the student is absent from school for no reason or for unacceptable reason for twenty (20) consecutive days or twenty-five (25) non-consecutive days.
- If he/she exceeds the maximum age as per School guidelines.

The judgment in the previous cases shall be made by the School Principal in consultation with Innoventures Education and shall be notified to the Parents and the Education Area Department of KHDA.

Suspension of Students

The school reserves the right to suspend students if the required Tuition Fee is not paid in accordance to the Ministry of Education rules and regulations.

Suspension may be for an agreed period and may be 'internal' i.e., supervised isolation within school, or 'external', where the student spends the agreed period at home or at another place as agreed with the parents, e.g., to provide a period of intensive counselling or assessment to help determine the next steps.

Punctuality

Students are expected to be seated in their form room for registration at 7.40am. Frequent and/or unexplained lateness will result in sanctions being applied.

Students are given a 5-minute grace period to get to lessons, after that they are marked late. Repeated lateness will result in a lunchtime detention and further sanctions may be applied.

Uniform

Students are expected to always be in school uniform and sports uniform on days when PE is taking place. If a student fails to comply with the expected uniform, this will be logged as an L1 offence they will be sanctioned as per the escalation of offences above.



Unauthorised use of Mobile Phones

Mobile phones are not to be used during lesson times.

Mobile phones will be confiscated by the teacher if used without permission during a lesson and returned at the end of the day. Subsequent offences will result in a longer period of confiscation.

First offence - Confiscated for the rest of the lesson by the teacher

Second offence - Confiscated until the end of the day by Deputy Head. Parents informed.

Third offence - Confiscated and will need to be collected by a parent.

Authorised use of Mobile Phones

Mobile phones can be an incredibly useful tool in education and we as a school acknowledge this fact. Therefore, mobile phones can be used in the following instances:

1. When required for a learning activity directed by the teacher.
2. During study periods for research purposes only.
3. During Snack and Lunch times.