

SWISS
INTERNATIONAL
SCIENTIFIC SCHOOL
— D U B A I —

Swiss International Scientific School in Dubai

Positive Behaviour Policy Whole School



SPEAR'S
2022
SCHOOLS
INDEX

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EDUCATION

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DATE:	
REVIEW DATE:	
Owner:	
Version Number:	
Working Date:	
Legal Sign:	
Type of Policy:	
Authorised by Exec:	
Authorised by Board:	
For Admissions to SISD from:	
Circulation:	

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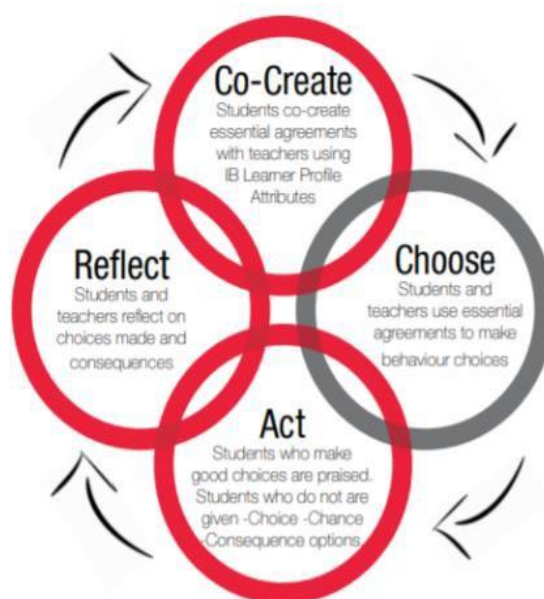
Positive Behaviour Policy

At SISD pastoral care and well-being is at the heart of everything we do, supporting our core value of togetherness. Our goal is for students to take ownership of their actions and begin to understand the link between their behavior and its effects on others. Student attitudes to learning expectations are co-constructed with students and teachers and are in line with our core values. We believe co-constructing these agreements results in students who are intrinsically self-motivated to be positive members of our community. This policy outlines procedures related to positive behaviour management, rewards, and consequences.

PHILOSOPHY

Behaviour Agreements

We uphold the IB learner profile attributes and use these as our code of conduct and character development foundation. We believe that a positive academic and social climate is necessary for the success of student learning. We co-create essential agreements nurturing intrinsic motivation in students which allows them to understand self-regulation and decision making. The purpose of behaviour agreements at SISD is to co-construct a positive learning environment that is safe, nurturing and allows for personal, social, physical, and academic growth.



Scope:

The Positive Behaviour policy will be applied to all students on school premises and students outside school such as the school trips, overnight trips, and/or any events.

Role of the teachers:

- To co-construct in-class behaviour agreements with students in all lessons including subject specialist and classroom teachers at the beginning of the year and review as needed

- To communicate the class agreements to the class students, grade leaders, pastoral team, and parents through a newsletter at the beginning of the year and displayed in a learning space for easy reference
- To provide continuous reminders on essential agreements and specific positive feedback
- To create a positive learning environment with lots of praise and provide students with informed choices
- To be consistent, treating each student with the same respect and understanding, use positive statements and avoid using negative statements that may insult or humiliate the student
- To record and report behaviour concerns on ISAMS
- To share concerns with parents via a telephone call or an email. All telephone calls must be followed up with an email
- To discuss wellbeing and behaviour issues in grade level meetings; collaboratively supporting each other with strategies, methods, and success stories
- To be a positive role-model, demonstrating positive relationships with community members
- To follow the escalation procedure described in the levels below in Appendix 1

Role of the students:

- To respect the behaviour agreements co-constructed with all adults and students in school
- To maintain positive relationships with all members of the community
- To display calm, safe, and respectful behaviour in all areas of the school and in wider school activities
- To always work towards achieving their full potential and seek support from adults in school when needed

Role of the parents:

- The school works collaboratively with parents as partners to ensure there are consistent messages about behaviour expectations and related consequences
- Participate in discussions and meetings regarding their child's wellbeing and behaviour
- Have a role in implementing behaviour management strategies for their child which have been agreed and advised by school as necessary
- We expect parents to be aware of and support behaviour agreements that have been co-constructed, cooperate with the school, support their child's journey through social and emotional development
- Support the school's decision when applying consequences to deal with any specific incident/ issue
- Parents are expected to formally acknowledge disciplinary procedures involving their children. This may include visiting the school about documentation and binding agreements with signatures

Positive Reinforcement and Consequences:

At SISD, consequences are defined as results or effects that can be positive or negative. These are implemented and reinforced through the IB learner profile attributes, our Moral, Social and Cultural curriculum, Personal and Social Education and our House Point system and are co-constructed and directly related to essential agreements.

Positive Reinforcement

Positive behaviour is rewarded with a positive consequence to promote a happy and healthy learning environment for our students.

Examples of rewards can include:

- Verbal praise and positive feedback
- Celebrating excellence through class, grade, or whole-school assemblies
- Teacher email, discussion, or phone call with parent
- Meaningful additional recreational time
- House points
- Positive behaviour notes on ISAMS

House Point System

The students are distributed into four houses:

- Bern
- Geneva
- Lugano
- Zurich
- Each house has student representatives from Grade 1 to Grade 12 as well as teachers
- House captains are two students (one boy, one girl) chosen from Grade 5 supported by two teachers
- Children of a family are assigned to the same house to develop identity and support togetherness
- The house point system allows for accumulation of points weekly and are celebrated in weekly assembly
- The house teams work together to earn points as individuals, small groups and as a whole House under four categories- Sport, Academic, Culture and Spirit. The winning house with the most accumulated points is rewarded
- All staff members of the school community are responsible for awarding house points. The points are collected per child by the class teacher using reward charts in the classroom. The points for each house are added up and displayed publicly in the school. The winning house wins the reward for the respective period

Consequences:

Restorative Practices

At SISD we foster and enable students to engage in restorative practices. These promote inclusiveness, relationship-building and problem-solving and accountability, through methods such as:

- Reminders of essential agreements and have a conversation with the student confidentially
- Reflection: Student discusses their behaviour with the teacher (class/subject/teaching assistant/on duty). In some cases, a student will complete a reflection form which will be sent home to be signed by a parent
- Student led consequences such as orally or writing an apology letter, project-based work which requires student to reflect on social skills
- Student co create their plan of action which might include community service, supporting adults/children around the school
- Teachers use their grade level meetings to discuss strategies to support students with behaviour concerns

Pastoral Support Plan and Monitoring Plan

The aim of a Pastoral Support Plan is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP is aimed as a supporting mechanism for the students, and the following will be/could be considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- behaviour monitoring chart
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- discuss difficulties with student
- discuss difficulties with parents
- consult colleagues in department, key stage, pastoral team and/or SENCO
- regarding special educational needs
- additional staff training
- referral to and liaison with SLT and any other Outside Agencies
- withdrawal from lessons
- flexible curriculum and/or individualized timetable
- use of IT
- risk assessment
- allocation of a key worker / mentor
- internal exclusion
- restorative approaches work

Monitoring Plan:

A monitoring period will be implemented in which a student's behaviour is regularly reviewed by his or her homeroom teacher, in the first instance. If necessary, this monitoring will escalate to the Grade Coordinator, then to the Deputy Head Pastoral Care, and thereafter to the Head of Section.

Monitoring is designed to serve as a support mechanism for students who have come to require a formal system by which they can reflect upon their behaviour with the goal of personal development. Students under monitoring will discuss and agree upon goals to work toward and will receive regular feedback on their progress. While monitoring is part of the behaviour plan, it is important to note that it is a support mechanism and not a punitive measure.

Three academic notices in a month will trigger a review of the student's academic standing by Grade Coordinators. Should it be deemed necessary, this may result in the student being placed on Academic Monitoring.

Vaping and smoking

SISD is a smoke-free campus. Students are strictly forbidden from possessing, consuming, or distributing any vaping or smoking materials on campus. If a student does not comply with this expectation, they will receive a Verbal Reprimand in the first instance (for possessing or consuming) or a written reprimand (distributing). Subsequent breaches would be handled as per the defined escalation ladder under "Major Disciplinary Measures".

In addition to students being referred to the behaviour protocol, incidents of vaping and smoking will be treated as potential threats to students' well-being. Students will

be counselled about the ill effects of such activities and given support in their efforts to cease. Students may also be asked to conduct research and make a presentation on vaping, smoking, tobacco, nicotine etc.

Appendix 1- Behaviour Intervention Matrix (BIM) EY and PY

Nature of Behaviour	Possible Interventions	Person Responsible for Intervention
<p>Level 1- Disruption in class Difficulty following essential agreements Difficulty following SISD essential agreements Fighting and arguing in the playground or in class (Low level) Mistreating equipment Screaming or running in the corridors Difficulty following simple instructions Incomplete work Uniform violation Littering Non engagement in lessons Unauthorized use of elevators/fire escape/restricted areas Other Low-level behaviours that have occurred less than 3 times</p>	<p>Classroom Support: Reflective conversation with the student discussing behaviour and alternative behaviours</p> <p>If you are a teacher on duty/ specialist teachers, have a conversation with the student and inform the class teacher</p>	<p>Relevant teachers Class Teachers</p>
<p>Level 2- Repeated Level 1 behaviour Disrespectful behaviour Inappropriate conduct during break/transition time including pushing, fighting, screaming Inappropriate use of language, using abusive language, derogatory or racist remarks Inappropriate use of technology, equipment, or materials</p>	<p>Classroom Support: When level 1 has failed, the teacher may explicitly remind the student of the agreed rules and protocols</p> <p>The teacher may move the student to another seat within the room</p> <p>If appropriate the student may be sent to a partner classroom for the remainder of the lesson <i>The tone of the teacher’s voice may indicate disapproval but shouting at a child is ineffective and should not happen</i></p> <p>Complete reflection form if needed and send it home for parents to sign</p> <p>Record the concern on ISAMS with an action plan of what has been done</p> <p>Seek support from a peer/co-teacher for strategies to support the student in the classroom</p>	<p>All teachers Class Teachers Grade Coordinator Parents</p>
<p>Level 3- Persistent behaviour concerns after Level 1 and 2 interventions have been exhausted Direct defiance to staff requests Inappropriate use of language towards staff or students Using abusive or racist language Unsafe behaviour</p>	<p>Classroom Support: When level 1 and level 2 intervention has failed Seek support from Grade coordinator to have a conversation with the student</p> <p>Arrange a parent meeting with/without grade coordinator. Share a plan of support for the student with staff involved</p>	<p>All teachers Class teacher Grade Coordinator</p>

<p>Derogatory comments or gestures Leaving school without authorization Inappropriate use of language towards staff Damaging school property Low level violence, not resulting in injury Inappropriate conduct during school, not following SISD essential agreements</p>	<p>Record all information on ISAMS with behaviour description and action plan</p> <p>Inform parents via email/telephone call at the end of the day</p> <p>Inform Grade coordinator of the concern</p>	
<p>Level 4- Repeated or serious misbehaviours Physical offenses- Danger to themselves or others Deliberated damage to property Repeated or extended verbal abuse of another students or member of staff Bullying- Name calling or threatening another child or staff Unsafe behaviour Fighting- physically or verbally abusive Moderate violence, resulting in minor injury</p>	<p>Seek support from AH</p> <p>Warning/ Reflection with AH</p> <p>Record all behaviours on ISAMS with an action plan</p> <p>Formal meeting with parents with AH, support plan for student and set a review date</p> <p>A signed agreement/document or email confirmation is required from the parents to be recorded on the student's file/ISAMS</p>	<p>Assistant Head (AH)</p> <p>Grade Coordinator</p>
<p>Level 5- Repeated offenses of disruptive behaviour and violence Unsafe behaviour- actions that threaten health, safety, and wellbeing of others</p>	<p>Formal meeting with Parents and Deputy Head</p> <p>Student will be placed on a Behaviour action plan which will be monitored daily, and parents will be contacted on completion of the report to discuss progress</p> <p>A signed agreement/document or email confirmation is required from the parents to be recorded on the student's file/ISAMS</p>	<p>Deputy Head (DH)</p> <p>Counsellors/ Inclusion team if needed.</p>
<p>Level 6- Regular repetition of disruptive behaviour and violence</p>	<p>Seek support from HoS</p> <p>Internal reflection day/s – internally excluded students will be supervised by a member of Sections Leadership as they complete their work away from their normal lessons</p> <p>This consequence may also be used for serious incidents of misconduct including Bullying of any form</p> <p>A signed agreement/document or email confirmation is required from the parents to be recorded on the student's file/ISAMS</p>	<p>Head of Section</p> <p>DH/AH/Inclusion Counsellor</p>
<p>Level 7- Repetition of the same type of misbehaviour, lying about misbehaviour, showing no remorse and no change in behaviour after various parent meetings and support plans</p>	<p>External Suspension</p> <p>External exclusions (or “suspensions”) will be used in more serious cases of misbehaviour - advised by the Behaviour Policy but ultimately determined by the Head of Section and Deputy Head: Pastoral</p> <p>Parental involvement is key where the level of behaviour is such that a fixed-term exclusion is given</p>	<p>Head of Section</p> <p>Principal/Deputy Head</p> <p>Relevant Teacher</p> <p>AH/DH</p> <p>Counsellor/Hol if needed</p> <p>Parent Involvement</p>

	<p>Written notice of concern and parental undertaking will be signed by parents to acknowledge the behaviour and ongoing requirements. This will need to be signed in the morning of readmittance back to school (<i>Refer to Appendix 9</i>)</p> <p>This would be an opportunity for the student to modify their behaviour before a permanent exclusion is applied</p>	
<p>Permanent Exclusion- Student's return to school would put other students at risk</p>	<p>A permanent exclusion will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so</p> <p>If the behaviour aligns itself with an external exclusion or above, the KHDA will need to be involved in the sanction</p>	<p>Principal</p> <p>Deputy Head</p> <p>Head of Section</p> <p>KHDA</p>
<p>A permanent exclusion is applied by the Principal or Head of Section when approved by the Governing Body and the KHDA. Parents retain the right to appeal to the Governing Body and the KHDA against a decision of a permanent exclusion.</p>		

Appendix 2 - Positive Behaviour Reward Matrix (PBRM) Secondary

Award	Description	Awarded By	House Points Value
House Points	Awarded for positive behaviour	All staff	1
Excellence Note	An Excellence Note is awarded by teachers for an individual instance of excellence which is not recognized through a formal grade	All staff	2
BEST Award	Awarded for acts that embrace the core values of SISD	Grade & Subject Coordinators, SLT	5
Academic Merit	Awarded because of outstanding academic effort which goes well above and beyond that of which would merit an excellence note. Examples of such effort might include achieving high marks across criteria in a range of subjects, contributions to Interdisciplinary units or service learning or other academic projects	Deputy Head of Secondary (Academics) MYP Co - ordinator DP Co –ordinator CP Co -Ordinator	10
Pastoral Merit	Awarded because of outstanding effort as a global citizen, contributions to service learning or community initiatives	Deputy Head of Secondary (Pastoral)	10
Commendation	Awarded because of exceptional academic or pastoral commitment over a range of various areas	Head of Secondary	20

Reflection

A lunchtime reflection is awarded:

- When a student has been awarded a Level 2 referral for repetitive level 1 behaviours.
- when a student continues to disrupt an activity after having been awarded a Level 2 Referral.
- when behavior falls far short of reasonable expectations

Lunchtime reflections take place Monday through Friday from 13:00 until 13:30. Students will be required to complete a reflection form where they reflect on their behaviour. Students are not permitted to choose what they work on, and laptops are prohibited.

A Thursday reflection is awarded

- when a student fails to arrive on time to a lunchtime reflection
- if a student is awarded more than three lunchtime reflections in a semester
- when the Deputy Head of Secondary (Pastoral) identifies that there has been a more severe disruption than that which would normally merit a lunchtime reflection.

Thursday reflections take place each Thursday from 15:45 to 16:45 and are authorized by the Head of Secondary School. Parents are informed at least 24 hours in advance. A Thursday reflection replaces any scheduled After-School Activity (either internal or external) and the school bears no liability for lost fees in this regard. Moreover, parents are responsible for organising pick-up from school and communicating this to the Secondary School administration team. A failure to attend a Thursday reflection results in immediate suspension.

Appendix 3 - Behaviour Intervention Matrix (BIM) Secondary

Nature of Behaviour	Possible Interventions	Person Responsible for Intervention
<p>Level 1 Chewing gum/eating/drinking in unauthorised areas Disrupting the learning of others Uniform violation Incomplete class/homework Littering Missing lesson equipment Non-compliance to instructions Tardiness Non engagement in lessons Unauthorised use of elevators/fire escape/restricted areas</p>	<p>Verbal warning outlining concerns Loss of personal time to complete tasks Students to make verbal or written apology</p>	<p>Classroom Teacher/Duty Teacher</p>
<p>Level 2 Repeated Level 1 behaviour Disrespectful behaviour Inappropriate conduct during break/transition time Inappropriate use of language, using abusive language, derogatory or racist remarks Inappropriate use of technology, equipment, or materials</p>	<p>Notification to parents via email or a phone call Lunch time Reflection. Student Action Plan Loss of personal time to complete tasks Student monitoring card</p>	<p>Homeroom Teacher</p>
<p>Level 2 Academic Formative assessment non submission Summative assessment non submission</p>	<p>Notification to parents Lunch time Reflection Loss of personal time to complete tasks</p>	<p>Subject Coordinator</p>
<p>Level 3 Repeated level 1/2 behaviour Direct defiance to staff request Inappropriate use of language towards staff Using abusive or racist language Derogatory comments or gestures Leaving school without authorisation Inappropriate use of language towards staff Unauthorised absence from class Damaging school property via carelessness Low level violence, not resulting in injury Threatening or intimidating behaviour Unauthorised sale or distribution of goods on school grounds, school transport and/or at school sanctioned events</p>	<p>Notification to parents Parent meeting Lunch time reflection Temporary loss of privileges Student monitoring card School community service</p>	<p>Grade Coordinator</p>

<p>Level 4 Repeated level 1/2/3 behaviours Bullying Fighting Theft Moderate violence, resulting in minor injury Vandalism of personal items belonging to others Vandalism of school environment and/or its contents</p>	<p>Notification to parents Meet with parents Loss of personal time after school Temporary loss of privileges Reflection In school suspension Student monitoring card</p> <p>Seek support from HoS</p> <p>Internal reflection day/s – internally excluded students will be supervised by a member of Sections Leadership as they complete their work away from their normal lessons</p> <p>This consequence may also be used for serious incidents of misconduct including Bullying of any form</p> <p>A signed agreement/document or email confirmation is required from the parents to be recorded on the student's file/ISAMS</p>	<p>Deputy Head of Secondary (Pastoral)</p>
<p>Level 4 Academic Plagiarism/academic dishonesty</p>	<p>Process as outlined in Academic Honesty Policy</p> <p>A signed agreement/document or email confirmation is required from the parents to be recorded on the student's file/ISAMS</p>	<p>Deputy Head of Secondary (Academic)</p>
<p>Level 5 Repeated level 1/2/3/4 behaviours Actions that threaten the health, safety and/wellbeing of others Altering/tampering with assessments/school records Possession of weapons of any kind Premeditated attack on another person The possession, use, sale or distribution of tobacco, alcohol, vape, and/or drugs on school property, school transportation and/or at school sanctioned events Violation of school guidelines that endangers the reputation of the school or other students</p>	<p>External Suspension</p> <p>External exclusions (or “suspensions”) will be used in more serious cases of misbehaviour - advised by the Behaviour Policy but ultimately determined by the Head of Section and Deputy Head: Pastoral</p> <p>Parental involvement is key where the level of behaviour is such that a fixed-term exclusion is given</p> <p>Written notice of concern and parental undertaking will be signed by parents to acknowledge the behaviour and ongoing requirements. This will need to be signed in the morning of readmittance back to school. <i>(Refer to Appendix 9)</i></p> <p>This would be an opportunity for the student to modify their behaviour before a permanent exclusion is applied</p>	<p>Head of Secondary</p> <p>Deputy Head</p> <p>Counsellor/Hol if needed</p> <p>Parental Involvement</p>
<p>Permanent Exclusion- Student's return to school would put other students at risk</p>	<p>A permanent exclusion will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so</p>	<p>Principal</p> <p>Deputy Head</p> <p>Head of Section</p> <p>KHDA</p>

	If the behaviour aligns itself with an external exclusion or above, the KHDA will need to be involved in the sanction	
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A permanent exclusion is applied by the Principal or Head of Section when approved by the Governing Body and the KHDA. Parents retain the right to appeal to the Governing Body and the KHDA against a decision of a permanent exclusion.

Appendix 4 - Positive Behaviour Reward Matrix (PBRM) Boarding

We seek to praise our boarders for academic achievements, effort and the important traits of manners and attitude. We look to reward and monitor this in several ways.

- **Boarding Star**  - This reward is available for all boarding staff to give on a daily basis and is recorded on the boarding register. It may be given for any number of positive behaviours such as good manners, attitude to homework, helping with jobs around the house, keeping rooms tidy on a regular basis or being on time at roll-call repeatedly throughout the week etc.
- **Boarding Stars**  within a week will equal a boarder excellence note.
- **Boarder of the month** – Boarders gaining the most stars in Zurich and Geneva Houses each month may also be awarded 'Boarder of the month' provided their positive behaviour has been consistent throughout. Boarder of the month will be rewarded with a choice of options dependent upon age; such as not being required to hand in their phone for a period of time, a take-away paid for by boarding, a choice of gift cards and involvement in the selection of boarding trips for the upcoming term. Boarder of the month will be decided at the discretion of boarding staff and can, in some circumstances, be given to boarders regardless of the number of stars they have accrued. Provided they have demonstrated significant progress and positive contributions to the house or to the school.
- **Excellence notes** - We also aim to reward excellence in school and academically. Therefore, any boarder gaining 5 excellence notes or more per month will be rewarded with a take-away and a prize from our house 'mystery box'. This might include, vouchers, cinema tickets, gift cards or other 'mystery' prizes.

Appendix 5 - Behaviour Intervention Matrix (BIM) Boarding

A boarding warning may be given for the following.

Communication and Manners

- Not treating the house and those who live in it with **honesty** and **respect**.
- Not using manners and common courtesy.
- Using phones at dinner or during homework time.
- Not being in rooms at curfew time or being out of rooms after curfew

Timekeeping & Attendance

- Not arriving on time for roll calls and supervised homework sessions.
- Not having an alarm clock as required on the boarding equipment list.
- Not ensuring good timekeeping for school, ASA's and return from ASA's.
- Not attending ASA's without prior approval and agreement.
- Being out of rooms at bedtimes without good reason/not remaining in your own room after lights out.

Privileges

- Offsite permission and protocols not being followed.
- Not complying with agreed location and return times when offsite permission is granted.
- Not handing in phones and any other item deemed appropriate by house staff at bedtimes – this policy may be adapted by house staff as necessary.

House protocols

- Not reporting medicines or supplements to boarding staff for monitoring/supervised medication.
- Returning to the house during the school day without permission.
- Not handing in Passports, ID cards and relevant documents for safekeeping with boarding staff.
- Missing laundry days (as this has a significant impact on our housekeeping team)
- Storing more more than AED200 in room safety deposit box (additional funds should be stored in the duty office safe)
- Using fire exits inappropriately - Fire exits to be used for emergencies only and not for exiting or entering at other times.
- Intentionally damaging any area of the house.
- Having matches, candles or lighters within the boarding house.
- Making changes to room structure or furnishing without approval from Head of Boarding.
- Not complying with any reasonable request given by boarding house staff.
- Not reporting additional electronic items, other than the recommended one phone and one laptop, to boarding staff.
- Not following relevant Covid protocols.
- Having games consoles in bedrooms during the school week – these can, however, be played in the common room area once schoolwork is completed, provided games are age appropriate.

Homework

- Not working quietly/disturbing others when completing homework.
- Not keeping up to date with homework (ask in advance if help is needed)

Tidiness and presentation.

- Eating or storing food in bedrooms.
- Not keeping bedroom in a reasonable state of tidiness.
- Not wearing uniform correctly.
- Not keeping rooms and common areas tidy.
- Not washing up plates and cutlery when used.

Failure to comply with any of the above or any other reasonable request from boarding staff may involve a warning, or additional steps from the consequences procedures.

School Rules and UAE Law – This is likely to result in more serious repercussions and consequences.

- Smoking, vaping, drug taking or drinking alcohol.
- Inappropriate physical contact or inappropriate display of affection.
- Any form of bullying.
- Physical or racial abuse.
- Serious breaches of whole school rules or non-compliance with any applicable UAE law.

Appendix 6 – Reflection Grade 1 & 2

Draw What happened?

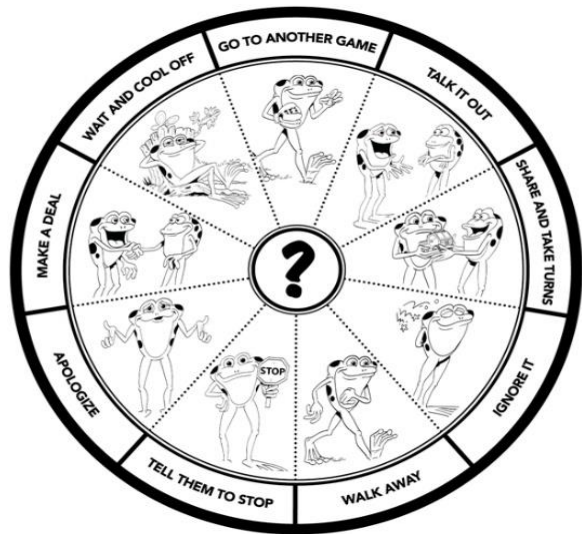
My teacher said:

- | |
|-----------------------------------------------------------------------------------------------|
| 1. Write a letter of apology |
| 2. Tidy up an area / fix the damage caused |
| 3. Have a timeout and think about my actions |
| 4. Other: |
| 5. Tell my parents and discuss better options at home (Take this sheet home and show parents) |

Can Kelso's Choices help me?

I have spoken to my parents about this situation. They replied:

Parent signature:



Appendix 7 – Reflection Grades 3 to 5

I would like to reflect on my:

- | |
|-----------------|
| • Behavior: |
| • Choices: |
| • Action taken: |

What action can I take now? (Choose one or more-highlight)

6. Write a letter of apology
7. Tidy up an area / fix the damage caused
8. Have a timeout and think about my actions
9. Other:
10. Tell my parents and discuss better options at home (Take this sheet home and show parents)

What would I like to improve:

Can Kelso's Choices help me? What can I choose next time?

Being more **balanced**

Being more **principled**

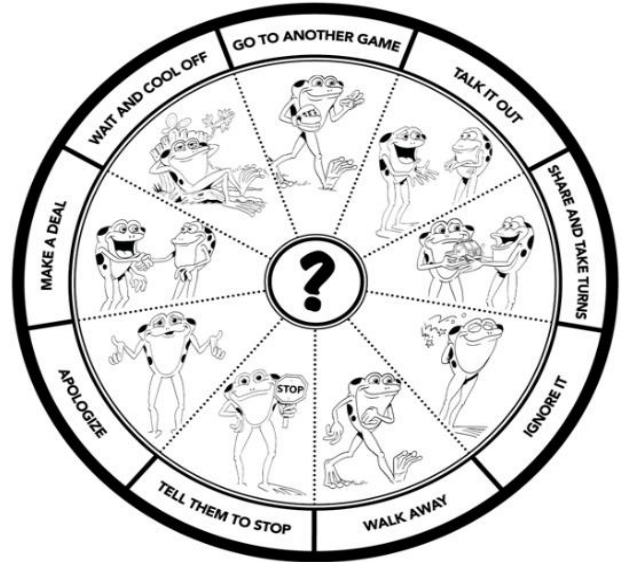
Being more **open-minded**

Being a better **communicator**

Being more **reflective**

Being a better **role model**

I have spoken to my parents about this situation. They replied:



Parent signature:

Appendix 8 – Reflection Grades 6 – 12

Completed by Microsoft Forms.

Student Reflection

To be filled in by students when assigned by a teacher due to displaying challenging behaviour.

2. Why have you been asked to complete a student reflection? *

- I disrupted the learning of others
- I disrupted my own learning
- I was disrespectful
- I used technology inappropriately
- I did not complete necessary work
- Other

3. Explain what happened *

4. Explain why your choices are inappropriate *

5. How will you ensure that this does not happen again? *

6. I have talked to my teacher *

Yes

No

7. I understand the school expectations *

Yes

No

8. I agree to complete any work that I missed *

Yes

No

Not applicable

9. By typing my name below I hereby declare that the details above are true and correct to the best of my knowledge and belief. *

Appendix 9

Warning Letters

To comply with KHDA regulations, all Level 5 and above misbehaviour incidents will require a warning letter and parental undertaking to be signed as well as a readmittance meeting scheduled with both the parents and the student after the sanction has been served. The warning letter will be at discretion of the Deputy Head or the Head of Section.

The warning letter will be issued at least 24 hours prior to the interview with a copy being signed during the meeting prior to readmittance. Students may be refused entry to school if the warning letter has not been signed during the meeting.

An example of the warning letter can be found below, which can be changed/ altered as needed for the student needs.

Warning Letter Example

Warning & Undertaking

("Reintegration Agreement for Level 5 and above misbehaviours")

This document is considered as a Warning Letter and an Undertaking between SISD and the parent(s) of XXX, student in XXX.

We, and do hereby undertake and confirm, as the parents and/or legal guardians of XXX, that we understand this conditional parental undertaking has been written in this form due to XXX's misbehaviour and breach of: 1) the signed "parent-school contact" and 2) the school's "Positive Behaviour Policy".

We agree:

Parents' responsibilities and commitments:

1. Ensure XXX's adherence to these terms and conditions and all related KHDA and school policies. These include all policies which are on the school website
2. Support XXX and the school by ensuring his full attendance
3. Ensure XXX's full commitment to submit his projects and assignments on time

Student's responsibilities and commitments:

1. Adhere to the school's behaviour policy and ensure to fully respect the school community while being in the school or using distance learning channels
2. Ensure there is no repeat of the behaviour outlined in this warning letter
3. Write/make an apology to the student affected by his misbehaviour which will be moderated by the Assistant Head/ Deputy Head
4. Ensure exemplary attendance at school
5. *Ensure full commitment to submit projects and assignments on time*
6. Avoid using mobile phone in the school premises beyond the outlined areas in the school policy

School's responsibilities and commitments:

1. Ensure regular parental involvement with regards to XXX's academic progress and behaviour

We understand that failure to uphold any of the conditions contained herein and that should there be any recurrence of similar behaviour will immediately result in any of the following actions being applied:

1. Not re-enrolling XXX in SISD for the forthcoming academic year XXXX/XXXX, after obtaining KHDA approval.
2. Suspension from SISD that might lead to expulsion, after obtaining KHDA's approval.

Parent Name:

Parent Signature:

Date:

Parent Name:

Parent Signature:

Date:

Student Name:

Student Acknowledgement:

Date:

Head of Section Signature:

Date:

In the absence of a second parent signatory, the parent signing this document will be acknowledging all the contents of the warning letter and will also be signing on behalf of the absent parent to uphold and support all aspects stated.