

Behavior for Learning Policy



Rationale

Our Behavior for Learning system (BFL) ensures that students are able to learn and work without distractions, and that praise is at the forefront of every lesson.

At NIS, we aim to make our school a place where:

- Learning is paramount;
- Behavior is outstanding;
- Praise outweighs criticism;
- Students feel happy, keen and fulfilled;
- We are all safe from aggression, racism and bullying including cyber bullying;
- We are all helpful and considerate;
- Students want to work hard, take responsibility and play a full part in school life.

Purposes

Praise Outweighs Criticism

- Behavior for Learning (BFL) is a positive process in which praise outweighs criticism.
- It is intended to create a safe and happy environment for all of us.
- BFL is also designed to allow us the space to concentrate on teaching, and students to concentrate on learning.

Unacceptable Behavior

- When behavior is unacceptable, BFL provides a clear framework. Within the BFL system the rules of the school and consequences for breaking them are clearly stated. They must be applied fairly and consistently across the whole school. Students need to see that the system is fair and consistently applied. BFL covers behavior:
 - in the classroom;
 - around the school;
 - students' conduct outside the school gates;
 - towards the individual;
 - towards equipment.

The effectiveness of BFL is dependent on the professional judgement of staff who should deal properly with what happens in their presence.

Staff should also follow through the BFL consequences for their students to ensure that the emphasis remains on learning. For example, staff are advised to ensure that students on after school detentions are set meaningful work, even if this means briefly attending after school detention themselves.

Partnership with Parents

BFL also emphasizes partnership with parents. Parents will be communicated regularly concerning their children's behaviors. Points are registered directly in ClassDojo and Engage and shared instantly with parents.

REWARDS

Effective praise provides students with positive reinforcement that enables them to succeed, motivates them to learn and increases their participation in class. Everyone values being praised and recognized for their efforts.

Students are encouraged to

TYPE	OCCURRENCE	DESCRIPTION	WHO CAN GIVE?
POINTS			
Dojo Points	Daily	Students will replace their points with Golden/WOW Tickets. (10 Points = 1 Golden/WOW Ticket) Golden/WOW tickets qualify students to enter the draw for major prizes at the end of every term (as dictated by the calendar). The tickets are only valid for prizes of that specific term.	All
Golden/WOW Tickets	Termly		Committee
CERTIFICATES AND AWARDS			
Student of the Month	Monthly	Total of all points for each student / month. By stage / school Points are collected and counted at the end of every month to identify the Student of the Month as per calendar. Each Student of the Month is selected and certificates awarded.	Committee
Academic Achievement	Termly	<ul style="list-style-type: none">• Top student for each subject.• Top student in grade.• By school. Grades 1-8 English, maths, science, social studies, history, ICT, Arabic & AFL Grades 9-10 English, Math, Biology, Chemistry, Physics, ICT, Arabic, History, AFL, Urdu 11 and 12 Math, biology, chemistry, physics, ICT (must take 3 subjects or more)	Committee
Annual Awards	Yearly	At the start of each academic year NIS holds an ‘Annual Awards Ceremony’, as per NIS Calendar. This	Committee

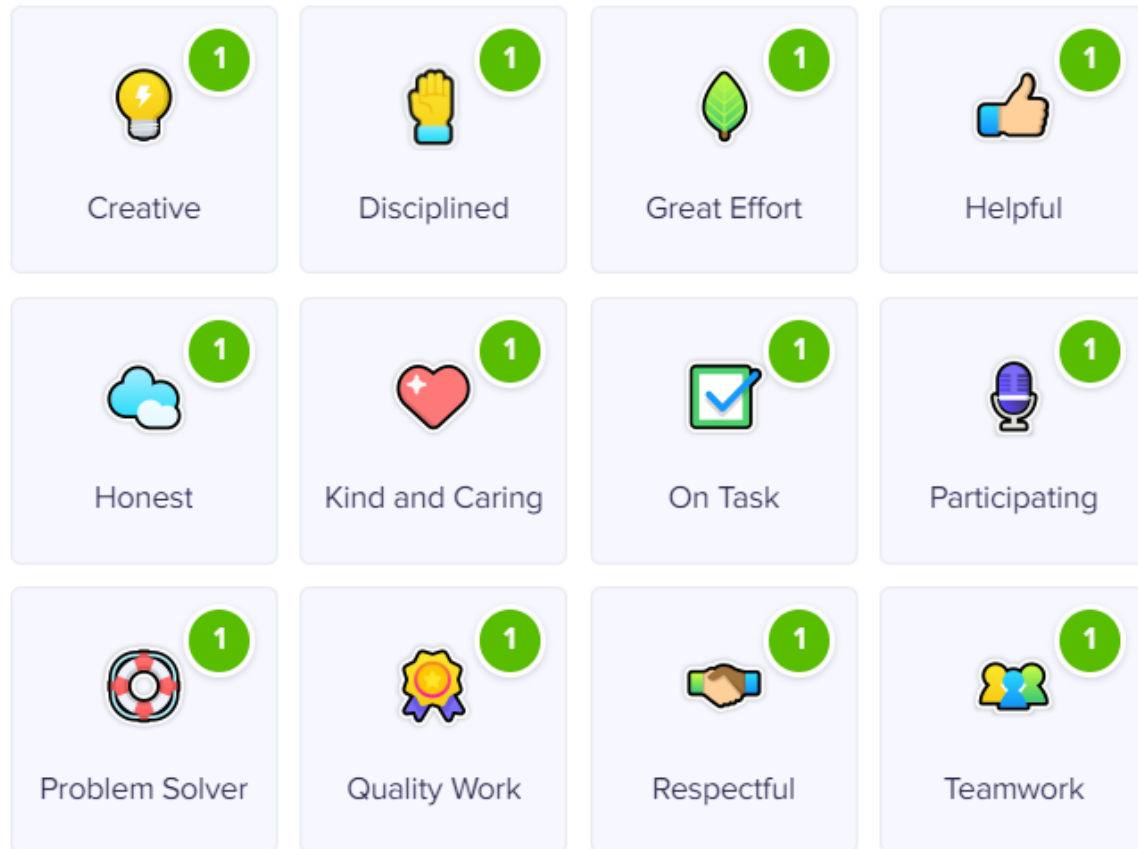
		is where all the NIS high achievers from the whole school are recognized for their efforts during the previous academic year. This is based on results in EOY Report Cards and students' performance in the CAIE External Examinations.	
School Achiever Certificates*	Yearly	The number of points throughout the year qualifies students to win extra rewards and certificates	Committee
OTHER REWARDS			
Non-uniform Days	Daily	<p>Students are automatically awarded Non-Uniform Days slips a long with their School Achiever Certificates (see table below)</p> <p>Students can be awarded Non-Uniform Days slips for various reasons. This is left to the supervisors' / principals' discretions.</p> <p>One non-reusable slip is given for one day only. Slip givers must decide the day and sign the slip before giving to the awarded students.</p>	Committee
Top I Read Arabic Students {1-6}	Termly	<p>NIS rewards students for performance using I Read Arabic each week. These are determined by reports directly from the system.</p> <p>The following awards are given:</p> <ul style="list-style-type: none"> • Gold • Silver • Bronze <p>Boys and girls will be awarded separately for the above criteria.</p>	Arabic Language Teachers
School Values	Monthly	<p>School values have been included as skills in the ClassDojo system.</p> <p>Every 5 Dojo points students get 1 value certificate</p>	Form Tutors
Top Math Watch Students {Primary / Secondary}	Weekly	<p>NIS also rewards students for performance using Math Watch each week. These are determined by reports directly from the system.</p> <p>The following awards are given:</p> <ul style="list-style-type: none"> • Gold • Silver • Bronze <p>Boys and girls will be awarded separately for the above criteria.</p>	Math Teachers

ClassDojo Points

Educators will award points directly in ClassDojo. These are automatically shared with parents.

In order to make the procedure consistent across the whole school, we have decided we will be awarding points to students as agreed "Positive Skills". Points will later be collected to be included in the NIS awarding programme.

ClassDojo skills to be awarded are as follows:



Students will be automatically added to teachers in their accounts, teachers will then add these skills with the same (1 point) value for each one of them to their ClassDojo accounts for every group of students they teach.

1. Teachers must use the same naming structure
2. No other skills should be added to this.
3. Teachers must be careful in over-awarding students as this will have a negative effect and the points will gradually lose their values.

Other Awarding Events

Students at NIS will get many other opportunities to be awarded on the positive things and contribution they do during their daily school life.

Golden/WOW Tickets Draw

Students of grades 1-12 will replace their points with Golden/WOW Tickets. (10 Points = 1 Golden/WOW Ticket) Golden/WOW tickets qualify students to enter the draw for major prizes at the end of every term (as dictated by the calendar). The tickets are only valid for prizes of that specific term.

Please click on the link [here](#) and send an empty email to confirm that you have read and understood the content of this policy.

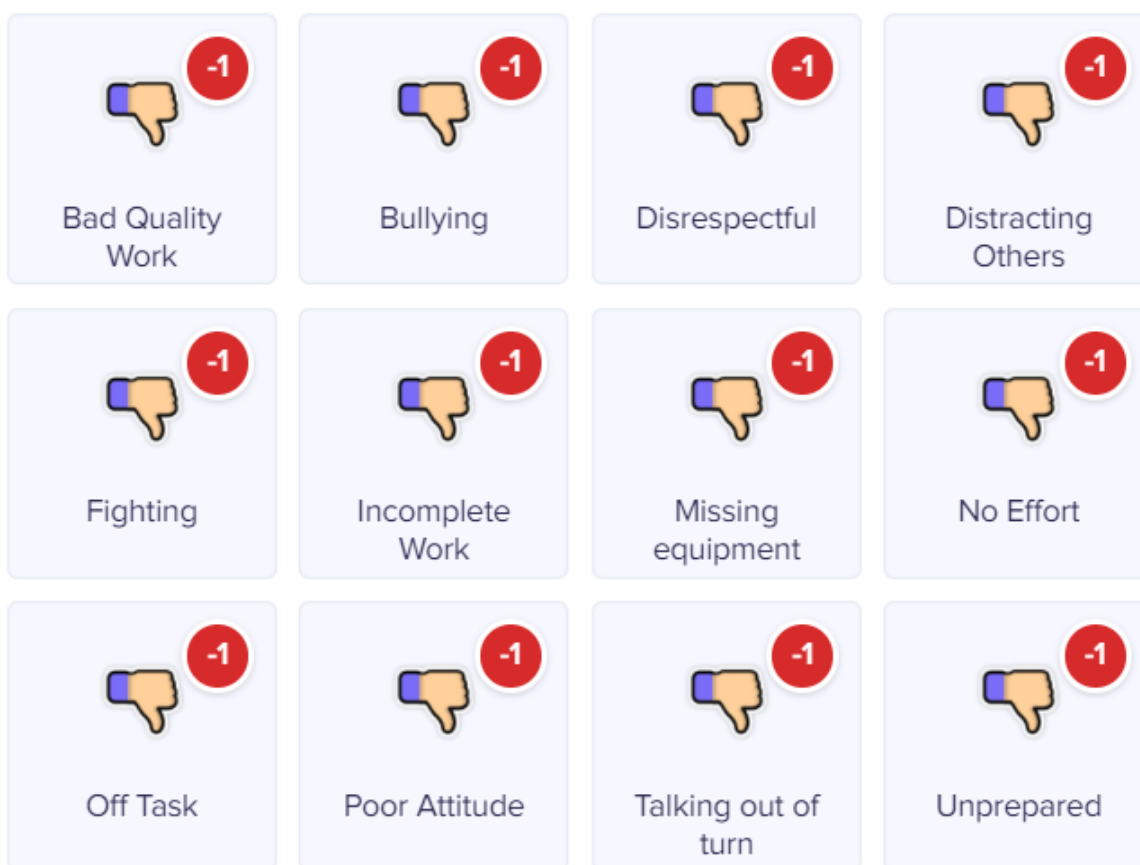
SANCTIONS

Schools have the right to impose reasonable sanctions if a student is breaking the rules and misbehave in a way that is disruptive to the learning process or endangering students or the surroundings.

Sanctions examples might include:

- a verbal warning
- a written warning
- negative Dojo points
- removal from a class or group
- loss of privileges
- confiscating something belonging to child if it's inappropriate for school (for example, a mobile phone or music player)
- charging for replacement/repair
- behavior monitoring reports
- detentions
- suspension
- expulsion

for any infringement of code of conduct, teachers can give negative Dojo points to students using the ClassDojo platform. Deducted points can only go under any of the following categories:



Teachers can not punish students physically. However, they can physically restrain them where it's necessary to stop a student from harming him or herself or someone else, damaging property or causing serious disruption.

Failure to comply with any aspect of the Behavior for Learning Policy has consequences.

Low level behavior is dealt with by all staff using the structure below. If any student does not respond to low level intervention and support, then more formal support and sanctions are put in place through the form tutors or Senior Leadership Team. Persistent failure to engage with this policy, or serious, one – off events may lead to fixed term or permanent exclusion from school.

The following table includes examples of the most common unacceptable behaviors. There might be other incidents teachers will have to use their professional judgement to classify and act upon:

EXAMPLES OF LOW LEVEL DISRUPTIONS	BEHAVIOR	
	L1	One off: Disruption of learning/Lateness Bad quality school work/homework Homework not submitted No uniform/ wearing of jewelry or inappropriate hair style Chatting / Silliness Lack of concentration Refusal to follow instructions Rule infringements Play fighting Vandalism/damage of equipment (low level) Chewing in class
	L2	Repeated: Any actions from above
	L3	Persistent: Any actions from above
EXAMPLES OF SERIOUS / MALICIOUS INCIDENTS	BEHAVIOR	
	S1	Actions Which may include, although are not exclusively confined to: Persistent disruptive behavior, which prevents the orderly running of the school, or for which school sanctions and other interventions have not been successful in modifying the student's behavior. Cheating in assessment Failed to attend detention Bullying Damage to property Inappropriate use of technology
	S2	Inappropriate language, behavior or rudeness which is deliberately discriminatory, i.e. racial or sexual The procurement or circulation of pornographic material Smoking, use or supply of any electronic cigarettes, shisha pens or equivalents Theft
	S3	Use or supply of illegal or harmful substances Carrying an offensive weapon False allegations against a member of staff Actions which put the student or others in danger Serious actual or threatened violence against another staff or students Bringing the School's name into disrepute (dependent on nature of incident)

As the majority of behavioral issues fall in the low level disruptions area, and they always take place during teaching time. These should be immediately addressed by the teacher as a first point of contact. The more serious the issue, the higher ranking staff member could get involved. However, dealing with the behavioral issues should go in the following direction:



Depending on the level of the disruption, consequences vary. Dealing with students' behavior should always start with the member of staff witnesses the incident. Therefore, most of the incidents taking place inside the classroom, should be directly addressed by the teachers.			Class Teacher	Student Counsellor	Supervisor	School Principal	Executive Principal	BOT
This table gives a guideline on the level of involvement different teaching staff can have, however it is not inclusive. Staff must use their professional judgement on which path they should take.								
LOW LEVEL DISRUPTIONS	POSSIBLE CONSEQUENCES		1	2	3	4	5	6
	L1	Movement within class	✓					
		Verbal Warning	✓					
		Repeating work/ extra work	✓					
		Snack time detention	✓	✓				
		Contact parents	✓	✓	✓			
		Charging for replacement/repair	✓	✓	✓			
		Confiscation of prohibited items	✓	✓	✓			
		Removal of privileges	✓	✓	✓			
	L2	Written warning signed by parents	✓	✓	✓			
		Activities suspension	✓	✓	✓			
		Tutor monitoring Pink Report (2 weeks)	✓	✓	✓			
		Lunch time detention	✓	✓	✓			
	L3	Final warning signed by parents	✓	✓	✓	✓		
		Meeting with parents	✓	✓	✓	✓		
		On Yellow Report (2 weeks)	✓	✓	✓	✓		
		Activities suspension	✓	✓	✓	✓		
		Fixed time internal suspension (2 days)	✓	✓	✓	✓		

SERIOUS / MALICIOUS INCIDENTS	POSSIBLE CONSEQUENCES		1	2	3	4	5	6
	S1	Meeting with parents	✓	✓	✓	✓		
		After school detention	✓	✓	✓	✓		
		On Red Report 4 weeks	✓	✓	✓	✓		
		Behavior modification contracts	✓	✓	✓	✓		
		Final warning signed by parents	✓	✓	✓	✓		
		Charging for replacement/repair	✓	✓	✓	✓		
		Fixed term internal suspension (1 week)	✓	✓	✓	✓	✓	
	S2 and S3	Meeting with parents	✓	✓	✓	✓	✓	
		Confiscation of prohibited items	✓	✓	✓	✓	✓	
		Fixed term external suspension	✓	✓	✓	✓	✓	
		Final warning signed by parents	✓	✓	✓	✓	✓	
		Permanent Exclusion/ Referral to BOT	✓	✓	✓	✓	✓	
		Reporting to authorities	✓	✓	✓	✓	✓	✓
		Expulsion	✓	✓	✓	✓	✓	✓

Teachers must record all incidents in ENAGE Portal and use the 'Add New Entry' to add an incident and 'allocate a detention', making sure the parent is notified of the incident details and time / duration of detention along with sufficient details explaining the reason for issuing the detention.

Reporting Student Behavioral Issues

It is important that the school follows a systematic way to report and record students' behavior. This is especially important as a follow up mechanism and ensuring that the policy is being applied as best as possible.

Teachers will report the students' behavioral issues in two ways, through completing the Engage (daybook entry) as the main mean to communicate to parents, and a printed (Blue Form) that allows physical immediate follow up with the students' problems and an instant visible capture of such issue.

1. Filling in a Blue Form:

Teachers will also be required to complete a Blue Form with the incident, sign it, decide the punishment (if applicable) and give to the student and ask them to submit to the supervisor/ primary coordinator. This is practically effective as the student will immediately feel the consequences of his wrong actions.

The supervisor / Primary Coordinator will question the student and ensure he/she understand their mistakes and decide if the punishment is suitable or decide another depending on the type of the infringement and the student's history. The supervisor/ primary coordinator will sign and communicate to the teacher who will fill in the incident on a Classroom Incidents Spreadsheet (an A3

sheet posted in the classroom to remind the students to behave properly and communicate the students' issues with the other teachers of the same class). The teacher will then complete the Engage Daybook Entry with the details to keep an official record and inform the parents.



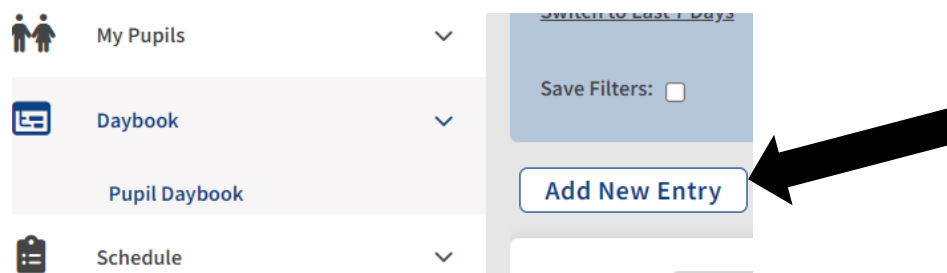
BEHAVIOUR BLUE FORM (2023-2024)

Ref.

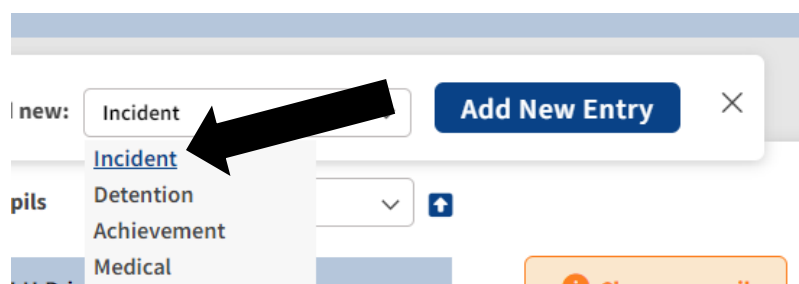
Student _____	Grade _____					
Teacher _____	Before	Snack	Lunch	After	Activities	Buses
Date _____	Lesson	1	2	3	4	5
ACADEMIC PROBLEMS			BEHAVIOUR PROBLEMS			
Disruption of learning/Lateness			Cheating in assessment			
Bad quality school work/homework			Failed to attend detention			
Homework not submitted			Bullying			
No uniform			Damage to property			
Wearing of jewelry or inappropriate make up/ hair style			Inappropriate use of technology			
Chatting / Silliness/Lack of concentration						
Refusal to follow instructions			Cheating in assessment			
Rule infringements			Failed to attend detention			
Play fighting			Bullying			
Vandalism/damage of equipment (low level)			Damage to property			
Chewing in class			Inappropriate use of technology			
Repeated from above			Repeated from above			
Persistant from above			Persistant from above			
SEVERE BEHAVIOUR PROBLEMS			SEVERE BEHAVIOUR PROBLEMS			
Theft						
Inappropriate language, behavior or rudeness which is deliberately discriminatory, i.e. racial or sexual						
Smoking, use or supply of any electronic cigarettes, shisha pens or equivalents						
The procurement or circulation of pornographic material						
Use or supply of illegal or harmful substances						
Carrying an offensive weapon						
False allegations against a member of staff						
Actions which put the student or others in danger						
Serious actual or threatened violence against another staff or students						
Bringing the School's name into disrepute (dependent on nature of incident)						
Incident Description (Attach a sheet if required)						
ACTION TAKEN BY TEACHER			ACTION TAKEN BY PRINCIPAL/ SUPERVISORS			
SIGN			SIGN			
OUTCOMES						

2. Completing Engage Daybook Entry:

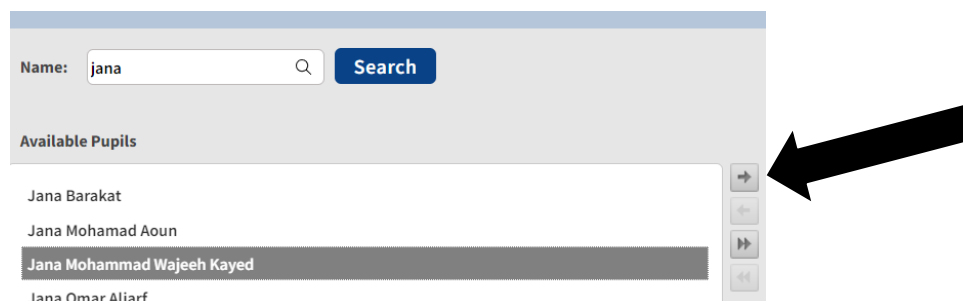
- a. Go to **Daybook > Pupil Daybook > Add New Entry**



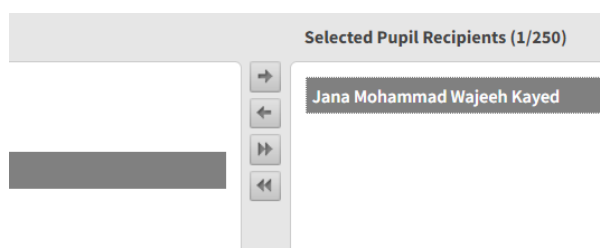
- b. Choose **Incident > Add New Entry**



- c. Type the student's name > Select Student > Click ➔



Student name will move to the box on the right side



- d. Click **Select > Misbehaviour/Indiscipline** > Type the description of the incident in **Details**
If any other students are involved in the incident, click on **Add Pupils** and select as the previous.

Incident Type	Select
Given By	Select
Date	Indiscipline
Details	Misbehaviour
	Medical
	Accident or injury
Linked Pupils	Add Pupils

Misbehavior is generally a specific, isolated instance of unacceptable behavior, while indiscipline implies a more persistent and deliberate failure to adhere to rules and standards.

14/10/2023	
Jana was involved in a play fight action. I asked her many times not to wrestle with her friends, but she didn't listen.	
Add Pupils	
0	
Jana was given a blue form and she submitted it to Mr. Bradley. As per the BFL policy, she was assigned a snack break and detention room and I will supervise her. She will have her snack and get access to the washroom. During her time in detention, she was wrong to play fight and what she will do in the future to avoid being in trouble again!	
Please speak to Jana today and ask her about this. It is important for her to understand her mistake and to learn from her behavior are.	
Thank you	
14/10/2023	

- e. Once you complete all the details, **remove the Tick** from the box (Is Confidential) to share your note with the parents > **Save and Close**

The parents will receive a notification with your note and it will be recorded in the system.

Follow Up Date	14/10/2023
Is Medical	<input type="checkbox"/>
School Use Only	<input type="checkbox"/> Note that upon save this Daybook Entry will be
Is Confidential	<input type="checkbox"/>
Update History	

Save	Save and Close	Cancel	Send Notice <input checked="" type="checkbox"/>
------	----------------	--------	-------------------------------------------------