مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE
BAHRAIN | البحرين



Behaviour Policy

Behaviour Policy

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Rationale

This behaviour policy has been created to provide a framework for all staff, students, and parents in developing and maintaining an ethos of exemplary conduct throughout the school. Such an ethos will enable students to work in, and have responsibility for a calm, purposeful and orderly environment, whilst enabling staff to work in and have responsibility for an environment where learning and teaching is respected and valued. The policy will also effectively allow parents to have confidence that their child is learning in an inclusive, academic environment which is safe, respected, and equally valued.

The policy is underpinned by the values and expectations that we have of our students. We believe in our students, and we believe each one of them wants to conduct themselves to the highest standard and that these high standards will serve them well. Our values and expectations enable students to develop habits of excellence and foster a sense of inner discipline, self-regulation, and respect. This allows them to develop Integrity, Tolerance, Collaboration, Courage and Compassion, so the foundations for global competence are developed and built upon.

Teachers will support students in working towards their class codes of conduct (see appendix 1) by setting high academic expectations through both the pastoral and curriculum, creating a strong, inclusive classroom culture, setting and maintaining high expectations of behaviour, leading by example and by building character and trust.

The principles and techniques by which we will create a strong classroom culture are set out throughout this policy. Staff and students are expected to abide by these routines at all times to ensure the highest levels of consistency. We want our school to not only be an outstanding academic environment but also one in which students receive praise for making the right choices and conducting themselves well. Exceptional work, conduct, effort and demonstration of good character, which links with each of our learner profiles and school values will be formally acknowledged and rewarded as set out in the rewards section.

As a school, we are aware that there will be times when our students will make mistakes and we understand that this is a part of the learning process of growing up. Where students act in a manner that is detrimental to their own well-being or the well-being of others, there will be sanctions that will be actioned. Sanctions are not there to punish students but are there to help them to understand the consequences of their actions. Sanctions will always be carefully explained, and students will be given an opportunity to reflect on the matter with adult guidance. Students who need help in addressing behavioural, emotional and social difficulties will have referrals made for them to access to a range of support in school.

Principles of Behaviour Management

At ISCS Bahrain, we aim to create an educational institution where students work hard, conduct themselves with the highest moral, develop self- discipline and belief, model strong character and support their peers.

Teachers and all staff will support this aim by creating and maintaining a safe and supportive climate for learning, underpinned by:

- High quality teaching and learning
- A stimulating, enriched learning environment
- Effective rewards and sanctions.

Shared responsibilities for promoting positive behaviour

Any approach to promoting positive behaviour must ensure all members of the school community are aware of their responsibilities and actively support the school ethos and all school policies, including the behaviour policy.

All staff are responsible for ensuring that the expectations of student behaviour are fulfilled. Staff should be very familiar with all school policies related to behaviour and the Home-School Agreement (appendix 9). All staff must follow the guidelines and procedures regarding rewards and sanctions.

All staff are expected to honour and practice their responsibilities below:

- Provide a safe and caring environment for all students
- Provide a personalised curriculum which will meet the needs of each individual
- Ensure effective and prompt information and guidance is given to parents and students, should the school have any concerns
- Keep both parents and students regularly informed about progress through reports, parents' evenings and teacher communication
- Praise and reward students at every opportunity
- Employ strategies for behaviour management (as laid out in the Behaviour Policy) where applicable
- Listen and take into account parental views and concerns on school life by providing a clear complaints policy on the school website

Students may decide to behave in an unacceptable manner. Staff should be prepared to have their patience stretched to the limit (and beyond!), but it is of the utmost importance that staff:

Do not lose their temper and do or say something that may make the situation worse or volatile. Avoid arguing, physical contact and confrontation.

Subject Teachers

Subject teachers are expected to take initial responsibility in administering the standards of discipline expected in academic work and behaviour on arrival at, during and on leaving their lessons.

In addition, subject teachers should use EduNation to communicate praise or concerns to parents as appropriate.

It is essential that Subject teachers refer any behavioural concerns, academic or otherwise, to the Classroom Teacher. However, if unacceptable behaviour seems persistent, more generalised, relating to wider progress or the wellbeing of an individual or group of students, then a referral will be made to the relevant Head of Phase.

All teachers are responsible for the behaviour in their own classroom and, wherever possible, will challenge that behaviour themselves. They will be supported in this by the Head of Phase.

Classroom Teacher

Classroom teachers reinforce the standards of behaviour expected at the start of each tutor time by the atmosphere of their room. They begin the year by going through the ISCS values, classroom code of conduct and positive behavior expectations with the students, ensuring that all students understand the expectations of ISCS.

Uniform should be checked and challenged at the beginning of the school day and persistent offenders are referred to the Section Leader. Uniform expectations should be consistently applied by all class teachers, not just form tutors, in line with the culture of support and togetherness that ISCS wishes to achieve.

Classroom teachers should always be informed of rewards, detentions and incident reports by the subject teacher and/or Head of Phase. Subject teachers who are concerned about the progress of a pupil should discuss the matter with the Classroom Teacher.

The Classroom Teacher monitors EduNation as a means of communication with home and will have regular checks for comments from staff and parents, discussing issues with the student. In addition, the Classroom Teacher is able to monitor EduNation points, absence and punctuality with such knowledge and understanding of students and is expected to promote and support the best standards of behaviour.

A Classroom Teacher may place a student on a Target Card (see appendix 3) to monitor and provide targets for improvements.

All students will be allocated to a House (see appendix 8). Enthusiasm and loyalty to the House and school are fostered by the Classroom Teacher encouraging the will to be cooperative but also to achieve.

Head of Phase

Head of Phase will lead the team of Classroom teachers with respect to their duties to the children in their care, in relation to personal welfare and achievement.

A briefing led by the Head of Phase will take place twice a week and Head of Phase Meetings will take place weekly with the Principal during which a number of items including students' behaviour and welfare will be discussed.

Students

All ISCS students are expected to honour and practice their student responsibilities below:

Students are always expected to:

- Make their best effort to meet the required School Expectations
- Speak politely to everyone and listen to people when they are talking to them.
- Listen carefully to teachers and follow their instructions.
- Maintain a mature attitude and high standards of behaviour such as to promote a positive environment.
- Respect all other students and school personnel's rights as well as their property.
- Keep ISCS environment clean and tidy.
- Follow rules shown on signs or have otherwise been set (For example, 'No Entry for Students' or to complete their homework on time)

In the classroom, students are always expected to:

- Abide by the school classroom rules and other rules that the teacher has set.
- Do their best and allow others to do their best without disruption.
- Speak English (except in Islamic Studies, Arabic and Quran lessons)

Students must never:

- Carry, conceal, or use any object, material or substance, which is inappropriate, that may disrupt others from learning, cause damage to school property, or cause harm to any person.
- Gang up against another pupil in a vulnerable position, but instead should try to help him/her feel less vulnerable. The school has a zero-tolerance to bullying or cyber-bullying.

The Home-School Agreement should be fully embedded and on display in every classroom at all times.

Should a student fail to meet the required School Expectations, inevitably there must be a consequence (or sanction) that is in proportion to the failure. Different levels (or intensities) of failure have been categorised and defined in the poor behaviour section of this policy, so to ensure sure that consequences are issued fairly. Students and parents will be made aware of the levels, categories, and consequences so that they are well aware of what actions will be taken when the School Expectations are not met.

Parents and Guardians

All ISCS parents and guardians are expected to honour and practice their responsibilities below:

- Support and work with the school and encourage a positive attitude to education and ISCS.
- Ensure that my child attends and participates in all school curriculum and related activities regularly and punctually, avoiding holidays during term time and providing the school with a letter or medical evidence to cover any absence.
- Ensure that my child comes to school equipped, in uniform and ready to learn.
- Attend parents' evenings and meetings, as requested by the school.
- Support all the school's policies, these can be found on the ISCS Website
- Inform and voice any concerns, problems or changes in circumstances that may affect my child to the school immediately by following the "Complaints Policy" on the ISCS website.
- Ensure that my personal behaviour mirrors that which ISCS expects of its students.

If you have worries about your son/daughter being bullied or cyber-bullied, please contact his/her Classroom Teacher and/or the Head of Phase.

Be aware of signs that your child is being bullied or cyber-bullied:

- Has their behaviour changed recently?
- Is their relationship with brothers/sisters any different?
- Are they quieter/more boisterous than normal?
- Do they avoid going to school?
- Are they often late in the morning?

All stakeholders must conduct themselves in a courteous and polite manner, staff in addition must remain professional and apply the code of conduct (refer to levels of discipline below) accordingly at all times without exception.

Routines

The following routines and expectations apply to all students.

Before arriving to school

All students must:

- Eat a healthy breakfast and bring a healthy snack and lunch into school. ISCS have a no nuts policy. Students must bring a bottle of water into school. Energy drinks, soft drinks and caffeinated drinks should not be consumed in school.
- Ensure that all homework has been completed to the expected standard.
- Ensure their school bag has been packed with the correct resources, books, and equipment for the school day.
- Be clothed in the full, correct school uniform or PE uniform if they have a PE lesson on that set day.
- Wear sensible, formal black school shoes on a normal school day and trainers on a PE day.
- School shoes must not have any logos, colour or a white sole.

Uniform

Uniform checks will take place regularly throughout the academic year and sanctions will be put into place if the uniform policy is not adhered to consistently. Teachers should communicate with parents and parents should be given leeway of one week (over the weekend) to purchase the correct uniform for their child. If this is not adhered to, the uniform concern should be recorded on EduNation for the Head of Phases to investigate.

Mobile Phones (refer to the Student Mobile Phone Use Policy)

Students should note that mobile phones are not allowed in school. If a phone call home needs to be made, students can do this using the phones at reception after seeking permission from a teacher. Mobile phones that are seen by a member of staff will be confiscated and parents will be called in to school to discuss the non-adherence of the behaviour policy with a member of the pastoral leadership team.

Appearance

We take pride in and ensure that the appearance of our students is impeccable and that they themselves wear their uniform with pride. To maintain this standard, the following must be adhered to by all students:

- No makeup or nail varnish
- Sensible haircuts. Long hair to always be tied back. Extreme haircuts are not suitable for school; children should not have decorative patterns in their hair or have their hair coloured/dyed.
- Piercings: for health and safety reasons, we do not allow children to wear jewellery. The exceptions to this rule are earring studs in pierced ears. If a child has recently had their ears pierced (within six weeks) and cannot yet remove the earring, they may cover it with a plaster brought in from home.

Morning transition into school

- Students must line up sensibly in their designated area and wait for their class teacher to take them into their class for morning registration.
- Students are expected to transition around the school sensibly. Primary students are expected to walk in a single file from one lesson to another calmly, whilst trying their utmost best to ensure they are not disrupting the learning of those in class. Students should walk on the right side of the corridor and walk up and down the stairs using their right side.
- We expect our students to greet others, including visitors, in a friendly and polite manner, hold doors open for others and always say thank you when the door is opened for them.

Morning Registration

- During lessons, students should call teachers by their respectful names: Sir, Mr, Miss, Mrs
- All students must follow the seating plan that they are expected to adhere to. Teachers must put in place a fixed seating plan which should take into consideration the various needs of students within the class.
- Students must complete a morning activity, in line with the form time schedule and respond accordingly when the teacher takes the register.

During a Lesson

- Students must answer questions appropriately by putting up their hands to answer or wait for a teacher to direct a question at them.
- In class, students must sit up straight, listen carefully to the teacher and their peers, ask or answer questions sensibly and participate fully in the lesson. If a pupil is unable to participate in a lesson, for example PE, due to a medical reason, then evidence must be provided.
- Students are expected to honour and practice their student responsibilities highlighted on the Home School Agreement.

Assembly

- Students must enter the assembly hall sensibly, silently and in a single file.
- They must sit in silence until the assembly begins and stand when instructed to do so.
- Students must listen attentively and join in to celebrate the success of their peers.
- Students must wait till their class has been dismissed by an appropriate adult and then walk sensibly, in a single file back to class.

Bathrooms

Primary students have designated toilets.

During break and lunchtime all students will:

- Have a designated area to eat and/or to play in
- Ensure a calm and purposeful atmosphere is maintained in their areas.
- Report concerns or incidences straight away to the member of staff on duty.
- Line up sensibly at the end of their break, ready to go back into class.

Nurse Visits (refer to Medical Policy)

Teachers should use their professional judgement to determine whether a pupil is genuinely unwell, and parents should be informed if their child had been sent to the nurse's office during the day. The nurse's pass should be filled in before sending a student to the nurse's office. Students visiting the nurse without a pass should be given the relevant sanction especially when this is persistent. Students in Early Years to Year 2 should ideally be escorted to the nurse's room with a teaching assistant.

Rewards

The purpose of having a reward system at ISCS is to promote exemplary behaviour, recognise and celebrate success and publicly acknowledge those students who have a thirst of adhering to our school values.

Rewards will be given for conduct, effort and achievement beyond the norm or expected and these rewards will then form part of a system where we will formally recognise those students who make an exceptional effort in school.

We expect our teachers to use precise, purposeful praise throughout all lessons, ensuring feedback is given at the right time and children are aware of what they are receiving praise for.

Each term, an awards ceremony will take place to recognise the participation, effort and achievement of our students. The ceremony will celebrate those students who committed to 100% attendance and punctuality throughout the year, excelled in sporting activities/events, showed good progress in lessons and academic excellence.

Reward Type and format	**Reason**	**Outcome**
House Points System A maximum of **2 children** to be allocated House Points **daily per lesson.** Refer to the House Reward System below.	Awarded to: - students for showing collaboration, compassion, courage, integrity and tolerance values beyond expectation	**Awarded 5 House Points** A pupil follows the code of conduct around the school and in class, meeting all expectations during a lesson. A student demonstrates a Level 1 behaviour.

	- students showing any positive behaviours beyond expectation	**Awarded 10 House Points** A pupil produces an exceptional piece of work, goes above and beyond to help someone, demonstrates more than one value or learner profile goals during a given time. A student demonstrates a Level 2 behaviour.
Golden Ticket 1 child to be awarded a Golden Ticket **weekly**.	Awarded to: - students for showing an outstanding level of respect, care, responsibility, integrity and cooperation values - students who go above and beyond to meet learner profile goals and adhere to all school values - students who exceed expectations and academic excellence - students who are exceptional role models for behaviour	Golden tickets are to be distributed during assembly to one student per class. Each ticket holder will receive a positive praise call home. These tickets then go into The Golden Ticket Box. A raffle will be conducted during the end of term Reward Ceremony with the winning tickets and a student selected for a prize. **Raeesa to discuss with Nabil** **Teachers are asked to track the number of Golden Tickets they award internally to ensure that they are not awarded to the same student.**
VIP Milkshakes / Tea Party Children to be awarded **half-termly.**	Awarded to those students who have made progress. Does not necessarily need to be higher ability or greater depth students. This award focuses on those lower attainment students who are making very good progress.	One student selected from each class per half-term and awarded against the House Points. **Golden Tickets. Raeesa to discuss with Nabil** Certificate and an invite to be given to these students.

Celebration Assemblies

When?	What?
Weekly	Golden Tickets, House Point recognition/certificates, Bug Club usage, Asafeer usage, etc.
Half-termly	House Point recognition/certificates, VIP Milkshake/Tea Party, etc.
Termly	Celebration Assembly (include but are not limited to) – Golden Ticket Raffle, academic achievement and progress, celebrating events such as Literacy Week, STEM, Sports Day Trophy etc.

House Point Reward System

All students will be part of the whole-school House System. There will be four houses (**Nightingale House**, **Al-Khwarizmi House**, **Ali House** and **Dahl House**) and students will earn house points for their team for both learning and conduct. Positive reinforcement of desired behaviours and attainment is the aim of the reward system; alongside promoting the schools Core Values.

Awarding House Points

Points should normally only be awarded singularly and should not be given for simply meeting the expected standards. A sense of achievement must be attached to receiving house points. Points may be awarded for good performance, making good progress, helping others, contributing to the wider school community, performing leadership roles, representing the school in a positive light, overcoming barriers. Points may not be removed, save for acts of serious misconduct. Unacceptable behaviours should be addressed through the disciplinary procedures.

House points will be tallied over the year, with one house winning a trophy at the end of the year. In the interim, individual students will be rewarded for the accrual of house points as follows:

100 Points Award House Certificate in assembly for their house	
150 Points Award House Certificate in assembly for their house	
200 Points Award House Certificate in assembly plus term prize	
500 Points Award House Certificate in assembly plus end-of-year prize for their house	

Where will the incidents be recorded?

House Points will be recorded on EduNation so that parents are made aware. Once a fortnight, Assistant phase supervisors tally points and add to the school wide Housepoint Chart.

The Head of Phases will have access to the House Point reporting system and will use the data to enforce their assemblies, certificates and prizes.

Student Leadership Opportunities

We believe assuming responsibility for different aspects of the school environment is essential in the development of good character in our students and to instill the skills that they will require for future leadership roles. Students will have responsibility opportunities throughout their time at school. Responsibilities may include:

Students will be selected within each lesson (by subject teacher/classroom teacher) to support giving out books; putting home learning on the board and handing out equipment/resources.

Student Leadership:

- **School Council** - The Student Council helps share ideas, interests, and concerns with teachers and institute administrative authorities.

- **Class Monitors** - A class monitor is an individual who is appointed by the teacher as the representative of the classroom. A class monitor is responsible for passing out papers in their classroom, take attendance and other duties as requested by the teacher. (Line Leader, Book monitor, equipment monitor, tidy monitor, etc)

- **Anti-Bullying Ambassador** – An anti-bullying ambassador understands the true definition of bullying and believe that bullying behaviour is not acceptable and should not be part of everyday life at school. They support others and are upstanders against bullying behaviour and a support network for their peers.

- **Library Monitor** – Library monitors work with the librarian to help the library run smoothly and provide an opportunity for pupils to be active in decision making about what the library offers. Library Monitors help with a wide range of tasks from tidying the shelves to creating displays and issuing books.

- **Digital leader -** Digital Leaders, part of a school team, support and enhance ICT use. Their tasks include testing new resources, sharing expertise, setting up equipment, leading Computing Clubs, assisting teachers, and ensuring safe technology use.

Negative Behaviour

We expect our students to behave responsibly and sensibly at all times when representing the school or in school uniform. For those few that let themselves down, the school will sanction accordingly.

All sanctions will be an opportunity for students to understand, reflect upon and correct their poor choices or negative behaviour, allowing them to understand that the right choice would have led to the right consequences.

This policy is based around two main aspects of poor behaviour:

1. Low Level Disruption
2. Serious Behaviour Incidences

When deciding on a sanction, the school will make decisions based on the evidence in relation to the balance of probability. Therefore, a pupil may be given a sanction for an action/involvement in an incident that he/she denies. The school will always conduct an investigation and liaise with the class teacher and other members of the class to come to a final outcome.

The Head of Phase will consider the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Students' age will be considered as well as the context of incidents that occur during lessons such as a sporting activity.

We believe all adults working within the school always deserve a high level of respect from students. We will not tolerate:

- Students publicly disagreeing with a member of staff's sanction.
- Students failing to follow staff instructions immediately and with a sense of urgency.
- Students making disrespectful comments or being aggressive towards a member of staff.

Low Level Disruption

Low Level Disruption can have a detrimental impact on the learning of our students, as low-level disruption can affect students learning time and the climate for learning is compromised.

The typical features of low-level disruption include:

- Talking unnecessarily or when others/the teacher is talking.
- Calling out without permission
- Being slow to start work and not following instructions.
- Showing a lack of respect for each other and staff
- Not bringing the correct equipment/ being late to lesson
- Poor transition around the building
- Uniform issues

The class teacher will use the system below to tackle low level disruption, they will use positive and affirmative discipline to create a positive climate for learning. If this is not effective in reengaging students with learning, then the teacher will assign the appropriate sanction as necessary.

How will low level disruption be addressed in class?

	Positive Reinforcement. Reminder of the expectations and class code of conduct.
	Warning. Teacher to give students a Verbal Warning.
L1	Move seat. Reflection time. **Record on EduNation**
L2	Removal from class. Support from Head of Department/Year Leader/Head of School/Counsellor. Reflection time. **Record on EduNation**

Serious Incidents

Serious incidents means any incident that directly or indirectly led, might have led or might lead to any of the following:

- participation in acts which disturb threaten the security of the school
- abusive language directed towards any student, member of faculty or staff
- bringing harm to others verbally or physically

- consumption or carrying banned substances, such as alcohol, cigarettes, vapes and illegal substances
- bringing weapons or dangerous artefacts into school
- Bullying/Cyberbullying
- cheating on a test
- truanting lessons
- mistreating school property or the property of others
- verbal and physical aggression towards others, including the use of racial words and inappropriate comments which may affect the feelings of others
- physical aggression towards others
- other serious actions

The school has a zero-tolerance policy to bullying and racism.

When a serious incident occurs, a full investigation will be undertaken. This may involve:

- taking statements from students and staff
- inform parents where appropriate, who may be invited to attend a meeting to discuss the incident further
- isolating a pupil during an investigation, meaning that they may be removed from planned activities
- giving appropriate sanctions
- giving a Target Card
- Detention
- Break-time/Lunchtime ban
- Head of School/Principal meeting
- Internal suspension
- Possibly exclusion

Where possible, we will try our utmost best to ensure the learning of the child is not disturbed.

How will serious incidents be addressed in class?

L3	Report to Head of Phase to investigate. (Record on EduNation)
L4	Parents notified and/or meeting arranged by Head of Phase /Classroom Teacher. (Record on EduNation)
L5	Classroom Teacher to meet with Head of Phase to agree on course of action. (Record on EduNation)

Where will the incidents be recorded? ***What happens if the incidents continue?***

Both low level disruptions and serious behaviour incidents will be recorded on EduNation, the schools Data Management System.

Students who have been flagged on EduNation twice or more in the same week will be picked up by the Head of Phase who will investigate the concern and look at meeting with parents or make a phone call

home. It is important that minutes of the meeting are taken using Appendix 4. If low level disruptions continue, the sanctions may escalate to the pupil being placed on a Target Card.

Incidents clearly identified as serious must be reported to the Section Leader. All incidents and follow-up actions will be recorded and logged on Edunation. The Head of School and the Principal will be made aware of the incidents and a log of these issues will be kept.

The following stages of escalation will be actioned if behaviour concerns continued to be raised.

<table>
<tr><td rowspan="2">Low-Level Disruption

Stage 1, 2 & 3</td><td rowspan="2"></td><td>Stage 1</td><td>Classroom/ Subject Teacher conversation with student
Reflection time</td></tr>
<tr><td>Stage 2</td><td>Form Tutor Phone call home / Meeting with parents.
Referral to school counsellor</td></tr>
<tr><td rowspan="3"></td><td rowspan="3">Serious Incidents

Stage 3, 4 & 5</td><td>Stage 3</td><td>Head of Phase Phone call home / Meeting with parents
Target Card with the support of parents
Referral to school counsellor</td></tr>
<tr><td>Stage 4</td><td>Phone call home / Meeting with parents.
Target Card with the support of parents
SLT and Section Leader meeting
Behaviour Contract</td></tr>
<tr><td>Stage 5</td><td>Phone call home / Meeting with parents.
SLT and Head of Phase meeting
Exclusion</td></tr>
</table>

At Creative Science Schools, we understand that some students will need support to enable them to meet our behaviour expectations and to make best use of the opportunities presented by the school. Support for behaviour will be specific, intensive and within a timeframe.

Staff will receive regular training on meeting the needs of students with behavioural, social or emotional difficulties and we aim to primarily meet needs through the adoption of consistent and effective teaching techniques in the classroom. Referrals to the school counsellor will also be considered when necessary.

Behaviour Policy for EYFS Nursery and Reception

Policy Overview

At ISCS, Bahrain, we believe that a positive, nurturing environment is essential for the development and well-being of our youngest learners. This behaviour policy for EYFS Nursery and Reception sets out our approach to promoting good behaviour, ensuring a safe and supportive learning environment, and addressing any behavioural challenges in a constructive manner.

Aims and Objectives

- **Promote Positive Behaviour:** Encourage children to develop self-discipline, respect for others, and positive social interactions.
- **Ensure Safety and Well-being:** Create a safe and secure environment where all children feel valued and can thrive.
- **Support Social and Emotional Development:** Help children understand and manage their emotions, develop empathy, and build strong relationships.
- **Involve Families:** Engage families in supporting and reinforcing positive behaviour at home and in school.

Principles

Child-Centered Approach:

- Recognize and respond to the individual needs and developmental stages of each child.
- Focus on positive reinforcement and praise to encourage desired behaviours.

Consistency:

- Apply behaviour expectations and consequences consistently across all staff and settings within the EYFS.
- Ensure children understand the boundaries and rules through clear communication and regular reinforcement.

Inclusivity and Respect:

- Foster an inclusive environment where all children are respected and valued, regardless of their background, abilities, or behaviours.
- Promote mutual respect and tolerance among children and staff.

Collaboration with Families:

- Work in partnership with families to support children's behavioural development.
- Communicate regularly with parents and carers about their child's behaviour and progress.

Behaviour Expectations

Respect for Self and Others:

- Encourage children to show respect for themselves, their peers, and adults.
- Teach children to use kind words and actions.

Sharing and Taking Turns:

- Promote sharing and cooperative play.
- Use games and activities to teach children the importance of taking turns.

Listening and Following Instructions:

- Encourage children to listen attentively and follow instructions from adults.
- Use simple, clear language and visual aids to support understanding.

Safety and Care for the Environment:

- Teach children to use materials and equipment safely and responsibly.
- Encourage tidiness and care for the classroom and outdoor environments.

Strategies for Promoting Positive Behaviour

Positive Reinforcement:

- Use verbal praise, stickers, and other rewards to acknowledge and encourage positive behaviour.
- Celebrate individual and group achievements in class and during assemblies.

Role Modelling:

- Staff should model positive behaviour, language, and attitudes.
- Use role-play and storytelling to demonstrate desired behaviours.

Clear Routines and Expectations:

- Establish clear, predictable routines to provide structure and security.

- Display visual timetables and behaviour charts to reinforce expectations.

Social and Emotional Learning:

- Implement activities and programs that support social and emotional development, such as circle time and emotional literacy activities.
- Use puppets, books, and discussion to help children understand and express their feelings.

Addressing Behavioural Challenges

Early Intervention:

- Address behavioural issues promptly and calmly.
- Observe and assess the reasons behind challenging behaviour to provide appropriate support.

Consistent Consequences:

- Apply fair and consistent consequences for inappropriate behaviour, such as time-out or loss of privileges, in a manner appropriate to the child's age and understanding.
- Ensure consequences are explained and understood by the child.

Restorative Practices:

- Encourage children to take responsibility for their actions and understand the impact on others.
- Use restorative conversations to help children make amends and learn from their mistakes.

Individual Behaviour Plans:

- Develop individualized behaviour support plans for children with persistent behavioural challenges, in consultation with parents and relevant professionals.
- Set specific, achievable goals and regularly review progress.

Roles and Responsibilities

Teachers and Teaching Assistants:	**School Leadership:**	**Parents and Carers:**
Implement the behaviour policy consistently in their classrooms. Provide positive reinforcement and address behavioural	Ensure resources and support are available for implementing the behaviour policy.	Support the school's behaviour policy at home. Communicate with staff about any behavioural concerns or changes

challenges using the outlined strategies. Communicate regularly with parents about their child's behaviour.	Foster a whole-school approach to positive behaviour management.	in circumstances that may affect their child's behaviour. Reinforce positive behaviour and the school's values at home.

APPENDIX 1: School Values

APPENDIX 2: Code of Conduct

At ISCS, I will always:

- Give my best effort when completing any classwork.
- Speak politely to everyone and listen to other students when they are talking.
- Listen carefully to my teachers and follow all teacher's instructions
- Maintain a mature attitude and high standards of behaviour to promote a positive environment around school.
- Respect all other students and school personnel's rights as well as their property.
- Keep ISCS clean and tidy.
- Treat everyone with kindness and empathy.
- Be honest and truthful.

APPENDIX 3: KS1 Target Card

Weekly Target Card to record overall daily behaviour.

Name of Student: _____ **Class:** _____

Issuing member/s of staff: _____

Date of issue: _____ **Duration of monitoring period:** _____

All of the expectations presented in the Behaviour Policy must be met during and after the Target Card.

				**Teacher Comment**
Sunday				Classroom Teacher: Subject Teacher:
Monday				Classroom Teacher: Subject Teacher:
Tuesday				Classroom Teacher: Subject Teacher:
Wednesday				Classroom Teacher: Subject Teacher:
Thursday				Classroom Teacher: Subject Teacher:
Additional information about behaviour this week:				

Classroom Teacher Signature: _____

Section Leader Signature: _____

Parent/Guardian Signature: _____

APPENDIX 4: KS2 Target Card

Name of Student: _____ **Class:** _____

Issuing member/s of staff: _____

Date of issue: _____ **Duration of monitoring period:** _____

Targets:

1: _____

2: _____

3: _____

	L1		L2		L3		L4		L5		L6		L7	
Sunday	T1		T1		T1		T1		T1		T1		T1	
	T2		T2		T2		T2		T2		T2		T2	
	T3		T3		T3		T3		T3		T3		T3	
Monday	T1		T1		T1		T1		T1		T1		T1	
	T2		T2		T2		T2		T2		T2		T2	
	T3		T3		T3		T3		T3		T3		T3	
Tuesday	T1		T1		T1		T1		T1		T1		T1	
	T2		T2		T2		T2		T2		T2		T2	
	T3		T3		T3		T3		T3		T3		T3	
Wednesday	T1		T1		T1		T1		T1		T1		T1	
	T2		T2		T2		T2		T2		T2		T2	
	T3		T3		T3		T3		T3		T3		T3	
Thursday	T1		T1		T1		T1		T1		T1		T1	
	T2		T2		T2		T2		T2		T2		T2	
	T3		T3		T3		T3		T3		T3		T3	

Parent Signature: _____ Class Teacher Signature: _____ Headteacher Signature: _____

	Teacher Comment
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	

APPENDIX 5: Parent Meeting Form

Please continue on another page if needed.

Date and time of meeting: _____

Names of those involved: _____

Minutes of meeting

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Signature: _____

Teacher/Section Leader Signature: _____

Parent/Guardian Signature: _____

APPENDIX 6: Reflection Form

Name of Student: _____ **Class:** _____

This is the rule I broke

_____

_____

_____

_____

The reason for my poor choice was

_____

_____

_____

_____

I affected the following people

_____

_____

The correct choice that I could have made was

_____

_____

_____

Student Signature: _____ Date: _____

APPENDIX 7: Incident Form

Only use if you do not have access to EduNation. Please continue on another page if needed.

Date and time of incident: _____

Reported by: _____ **Reported to:** _____

Names of those involved: _____

Description of incident:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

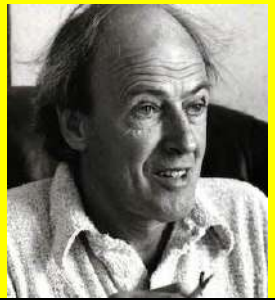
_____

Student Signature: _____

Teacher/Section Leader Signature: _____

APPENDIX 8: Uniform

APPENDIX 9: House Names

Academic House	Person	Values	Theme
Nightingale House	Florence Nightingale 	Compassion	Nursing/ Medical
Ali House	Muhammad Ali 	Courage Integrity	Perseverance
Al-Khwarizmi House	Muhammad bin Musa Al-Khwarizmi 	Collaboration	Mathematician/ Astronomer
Dahl House	Roald Dahl 	Tolerance	British Writer

APPENDIX 10: Home-School Agreement

The Home-School Agreement is a critical document in which we expect all parents, staff and students to work in partnership to ensure all students are happy, safe, secure and can reach their academic potential.

Teachers and school leaders will:

- Provide a safe and caring environment for all students.
- Provide a personalised curriculum which will meet the needs of each individual.
- Ensure effective and prompt information and guidance is given to parents and students, should the school have any concerns.
- Keep both parents and student regularly informed about progress through reports, parents' evenings and teacher communication.
- Praise and reward students at every opportunity.
- Employ strategies for behaviour management (as laid out in the Behaviour Policy) where applicable.
- Listen and take into account parental views and concerns on school life by providing a clear complaints policy on the school website.Listen and consider parental views and concerns on school life by providing a clear complaints policy on the school website.

Students are always expected to:

- Make their best effort to meet the required School Expectations
- Speak politely to everyone and listen to people when they are talking to them.
- Listen carefully to teachers and follow their instructions.
- Maintain a mature attitude and high standards of behaviour such as to promote a positive environment.
- Respect all other students and school personnel's rights as well as their property.
- Keep ISCS environment clean and tidy.
- Follow rules shown on signs or have otherwise been set (For example, 'No Entry for Students' or to complete their homework on time)

In the classroom, students are always expected to:

- Abide by the school classroom rules and other rules that the teacher has set.
- Do their best and allow others to do their best without disruption.
- Speak English (except in Islamic Studies, Arabic and French lessons)

Students must never:

- Carry, conceal, or use any object, material, or substance, which is inappropriate, that may disrupt others from learning, cause damage to school property, or cause harm any person.

- Gang up against another pupil in a vulnerable position, but instead should try to help him/her feel less vulnerable. The school has zero-tolerance to bullying or cyber-bullying.

Parents and Guardians will:

- Support and work with the school and encourage a positive attitude to education at ISCS
- Ensure that my child attends and participates in all school curriculum and related activities regularly and punctually, avoiding holidays during term time and providing the school with a letter or medical evidence to cover any absence
- Ensure that my child comes to school equipped, in uniform and ready to learn
- Attend parents' evenings and meetings, as requested by the school
- Support all of the school's policies, these can be found on the ISCS Website
- Inform and voice any concerns, problems or changes in circumstances that may affect my child to the school immediately by following the "Complaints Policy" on the ISCS website
- Ensure that my personal behaviour mirrors that which ISCS expects of its students
- Upon signing the Acceptance Form, pay all fees in full before commencement, or suitable arrangements have been made with the Accounts Department with you and/or your employer. Please note that the school reserves the right to refuse to provide education to children whose parents are in arrears, and will withhold references / certificates / reports in such a situation
- Understand that we would like to use photographs and videos of pupils to share with parents on our website and social media. If parents do not want their child's photo to be used or for them to appear in videos, they will notify the school in writing
- Understand that in the event of any serious breach of this agreement, this may result in the forfeiture of your child's place at ISCS

We expect staff, parents and students to behave and act in a responsible and respectful manner both in our school and within the local community, including travelling to and from school and when using social media to refer to ISCS. It will be understood that all stakeholders agree to the terms set out in the Home School Agreement either by working at ISCS, attending ISCS or sending their child to ISCS.

APPENDIX 11: Behaviour Contract

The Behaviour Contract is applied for a student who has failed to maintain satisfactory conduct over a sustained period of time and where that conduct is negatively impacting on learning for said student and/or others. Failure to uphold the conditions of the contract may result in a sanction under Stage 5 of the disciplinary actions of the Behaviour Policy.

Conditions:

I, _____ agree to:

1. Uphold the core values of International School of Creative Science at all times.Uphold the core values of ISCS at all times.
2. Follow the instructions of the teachers and staff at all times, including during lessons and at breaktimes.
3. Remain on task during lessons and complete all work as requested by the teacher.
4. Refrain from inappropriate conduct, such as horseplay or any other form of physical contact with other students.
5. Respect the property of the school.
6. Ask for help if unsure about the work being done in class.
7. Accept the special arrangements as outlined below.

Special Arrangements in force for the remainder of the academic year:

1. Orange Report will remain in place indefinitely and as determined by the school's management team.
2. Daily reporting to the Section Leader or Head of School, with the completed report is mandatory. Daily reporting to the Head of School, with the completed report, is mandatory.
3. Internal isolation may be used flexibly as deemed appropriate by the school's management.