

CAMBRIDGE
ENGLISH SCHOOL
مدرسة كيمبردج الإنجليزية



'Students achieving their full potential as active thinkers
and self-motivated, life-long learners within a supportive environment'

Behaviour Management Policy

Prepared by:	Date:
Reviewed by: SLT	Date: November 2021
To be reviewed:	Date: November 2022

BEHAVIOUR MANAGEMENT POLICY

RATIONALE

We at CES are committed to a pro-active approach to positive behaviour. Ambitious standards of behaviour, manners and work are expected from all students. We wish to develop this through students being accepted, valued members of the school community and behaving within the norms of that community.

Successful behaviour management is also an integral part of the learning process, allowing all students the opportunity to take ownership of their behaviour. Positive behaviour management engages the student in a meaningful learning process by seeking to build responsibility, elevated levels of motivation and self-esteem for the student.

Appendix 1

GUIDELINES/PROCEDURES

Code of Conduct

- All students have a right to learn and a responsibility to make the most of all their learning opportunities.
- All teachers have a right to teach and a responsibility to make the learning accessible to their students.
- Every member of the school community has a responsibility to ensure that the rights of others are respected.

Aims

- To encourage children to behave in an appropriate manner in line with the school's expectations reinforced by a system of praise and reward
- To foster a caring and friendly atmosphere in which teaching and learning can take place in a safe and happy environment
- To develop respect for all members of the school community and promote courteous behaviour towards them
- To encourage children to understand that they can affect positive change in their own behaviour.

General Response

- **MINOR**
 - When a student infringes the school or class rules or the school Code of Conduct, he/she should be taken aside and quietly given an opportunity to explain his/her actions in private.
 - If more than one student is involved in an incident, each should be given this opportunity individually.
 - Time for reflection on their actions should also be given to the student and an opportunity to learn from the situation (e.g. break detention, time out, parents contacted or a visit to the Social Worker).
 - No decision on the consequence to be given should be made until a full picture of what happened has been ascertained.
 - It is **not** acceptable for a teacher to place a student unsupervised outside a classroom or to withdraw access to a curriculum subject as a consequence.

- **MAJOR with suspension being the possible outcome:**
 - **No decision on the consequence to be given should be made until a full picture of what happened has been ascertained.** This will involve, from the start, the Head of Pastoral Care, and the appropriate section Social Worker:
 - Each student involved writing their own signed account of the incident. (This needs to be completed individually/alone if there are several students involved so there is no coercion/influence).
 - A meeting being held by the respective section Social Worker, the respective Head of Section or Deputy Head of Section or Principal to decide the appropriate consequence.
 - Once decision is made, Social Worker is to contact the parent/s concerned, call them into school, and inform them of what has happened and the consequence given.
 - If a suspension (in school or out of school) is issued the parents will be required to come to school and meet with the respective Social Worker, the respective Head of Section or Deputy Head of Section.
 - At this meeting, the suspension letters will be signed by the student and parent.
 - Students and parents will also sign a behaviour contract.
 - If the parent refuses to sign the suspension letters a member of the school staff, present at the meeting, will sign the form and write, “the parent refused to sign the form.”

IMPORTANT NOTE: CORPORAL PUNISHMENT AND ANY USE OF PHYSICAL FORCE IS ILLEGAL IN KUWAIT.

Rewards and Motivators

- Verbal praise is the most frequent reward given.
- Staff should make a point of “**catching**” students making the right choice and the response could include the following:
 - Verbal praise and smiling at student
 - Verbal praise to parents about their student
 - Smiley faces in books or on board
 - Stickers and stamps
 - Special comments in exercise books
 - Special comments made during assembly
 - Sending excellent work to Year Leader, HoF, DHoS, Head of Section or Principal for reward or praise
 - Special responsibility jobs
 - Special privileges (free reading time)
 - Positive note home/positive referral
 - Class wide rewards
 - Merit/House points
 - Team points within the class
 - First in line/leader
 - Student of the Week certificates
 - ‘Ask me what I did!’ badges

- “Happy Wall”/ “Star of the Week” wall, a child’s name added to the wall and statement of positive
- behaviour
- Exceptional work/behaviour “sticker” for the homework diary
- Stationery rewards
- Name in the hat, draw X amount of names at the end of the week/assembly
- Special “thumbs up”
- Year level trips (secondary).

NB: SWEETS AND LOLLIES ARE NOT AN ACCEPTABLE REWARD FOR SCHOOL

- Class teachers set up their own reward chart/systems for achievement and positive behaviour in the classroom.
- Each class reward system ties into the whole school system (House or merit points) to ensure consistency throughout the school.
- Students can be set specific targets within this system, which will lead to a certificate for individuals or the whole class praise at flag assemblies, year assemblies or section assemblies.
- Children (in primary) can also be nominated by their teachers for "following the school vision' certificate

Consequences

Behaviour Management

Students to be suspended for 1-3 days for the following:

Smoking

- Students caught smoking or in possession of cigarettes.

Suspicion of Smoking

- Caught in bathroom cubicles with other students
- Fingers smell of smoke
- Name constantly linked to smoking by other students and staff
- Bags contain cigarettes or lighters

Low level disruption

A combination of the following:

- Constantly leaving the classroom
- Leaving their seat and walking around the class
- Constantly talking and disrupting the lesson
- Constantly shouting out during lessons
- Constantly late for lessons
- Constantly forgetting books and stationary
- Not turning up for detention
- Disrespecting teachers
- Underperforming whilst on daily report
- Constantly forgetting or losing daily report

- Within the class, there should be a warning system where the student is reminded of their misbehaviour and cautioned about consequences.
- When a student chooses not to follow rules and targets and make the wrong choice with their behaviour then consequences are the natural outcome of this inappropriate behaviour.
- **The following actions are to be used by the classroom teacher prior to proceeding to**

STEP 1:

- Verbal warning by Year Leader
- Proximity
- Hovering
- Students name written on the board
- Sad face chart
- Non-verbal interjection
- Inclusiveness – calling on the student to answer using their name
- Give “The Look”
- Hand signals
- Establish boundaries/routines/systems in classroom
- Give choice... When you have done... Then you can etc. etc.
- Ignoring and praising students around the student
- Humour
- Mention the off task student’s name while teaching
- Use an “I” statement... “I love the way...”
- Buddy student up with an appropriate peer
- Regularly scan student to monitor behaviour... the “roving eye”

Each section operates a clear process to follow for consequences as follows:

The Classroom Expectations below will be displayed in all classrooms and the students are expected to abide by these.

CLASSROOM EXPECTATIONS

- We will be sure that we have all our books and equipment needed for the lesson.
- We will listen when our teacher is talking.
- We will stay on task and work hard on the tasks that our teacher asks us to do.
- We will put our hand up to speak/answer.
- We will be respectful; we will not disrupt or annoy others.
- We will always keep our work neat.
- We always try our best to complete the tasks our teacher sets.
- We will hand our class work and home work in on time.
- We will be silent during registration and answer only to our own names.

Appendix 3

The Playground Expectations will be displayed in all play areas and the students are expected to abide by these whenever they are playing in these areas.

EXPECTATIONS FOR THE **PLAYGROUND**

- Do be gentle; do not hurt anybody.
- Do be kind and helpful; do not hurt others' feelings.
- Do be honest; do not cover up the truth.
- Do look after property; do not waste or damage anything.
- Do play cooperatively; do not spoil people's fun.
- Do play safely; do not fight.

CORRIDOR EXPECTATIONS:

- We will line up quietly and smartly.
- We will walk at all times.
- We will keep to the left.
- We will keep the corridor tidy.

Appendix 5

EARLY YEARS BEHAVIOUR MANAGEMENT STEPS

- **Step 1:** Verbally communicate rules of the classroom/ Poster with Classroom Expectations displayed in all rooms

- **Step 2:** Time Out in own class
 - 4-5 Minutes “Thinking Time” on cushion on floor without toys
 - Repeated if necessary

- **Step 3:** Time Out in another class
 - 4-5 Minutes “Thinking Time” on cushion on floor without toys
 - Repeated if necessary

- **Step 4:** Some time off playtime
 - Teacher’s discretion
 - Parents informed verbally, or written in Communication book/Engage

- **Step 5:** Head of Early Years
 - Head of Section/Head of Pastoral Care involvement in resolving behaviour issue

- **Step 5:** Parent Appointment
 - Head of Section to meet with the parent/s

- **Step 6:** Referral: Head of Pastoral Care/Social Worker/Principal

Appendix 6

PRIMARY BEHAVIOUR MANAGEMENT STEPS

- **Step 1:** Teacher talks to student
- **Step 2:** Break detention
- **Step 3:** Time out in another classroom.
- **Step 4:** Note to parents in Homework Diary or phone call

Referral of issue to YGL, (then Assistant then Deputy Head of Primary

- **Step 5:** If appropriate the Year Group Leaders can make a referral to the Head of pastoral as well notifying the Assistant head of phase
- **Step 6.** Year Leader writes a note home in the Homework Diary and meets with parent.
- **Step 7. Assistant head meets with parent**
- **Step 6:** Deputy Head of Primary meets the parents
- **Step 7:** Head of Primary meets with the parents
- **Step 8:** Referral to Principal

SECONDARY SECTION BEHAVIOUR MANAGEMENT

(Student Disciplinary Procedure)

1. SCOPE AND PURPOSE

1.1 This document sets out the behaviour management procedure which students are expected to maintain.

1.2 Breach of the behavior management procedure may lead to disciplinary action being taken against a student and repeated breaches or a single profoundly serious breach may result in a student being suspended or expelled from the school.

1.3 The code applies to all students of the School.

2. CODE OF CONDUCT

Students must:

2.1 Use school facilities and behave in a way which respects the needs and aspirations of others to learn, teach and live within the community of the school.

2.2 Familiarise themselves with the school's health and safety and other regulations, comply with those regulations and act at all times with due regard for their own safety and that of others.

2.3 Respect the property of the school, and of its staff, other students, and visitors.

2.4 Support staff and other students in the maintenance of a clean and tidy environment throughout the school.

2.5 Attend lessons and other events at which they are scheduled to attend regularly and punctually.

2.6 Inform the appropriate member of staff as soon as practicable if for any reason they are unable to attend a lesson or other scheduled event.

2.7 Submit homework and other course related tasks at a time specified by a tutor or later if specifically negotiated with a teacher.

2.8 Students should be aware that a breach of any School policy, e.g., Health and Safety, Equal Opportunities, may result in disciplinary action being taken.

3. MISCONDUCT

The following are examples of misconduct which may result in disciplinary action being taken against students:

- Any breach of any of the students' obligations set out above including any breach of health and safety or other regulations of the school;
- Failure to follow reasonable instructions given by a member of staff;
- Cheating, plagiarism or copying the work of others

4. IMMEDIATE SUSPENSION – these can be made by Head of section/deputy of section, Principal

Any serious cases of misconduct may incur an immediate suspension, up to 3 days as directed by The Ministry of Education.

Examples of immediate suspension include:

- Language or acts of a sexual nature.
- Causing damage to the School building, equipment, books or furnishings or any property of others.
- Smoking or being in possession of cigarettes on School premises.
- Theft of property or any other dishonest acts.
- Bullying, intimidation, taunting, verbal abuse, or the threat of actual acts of violence towards any person.

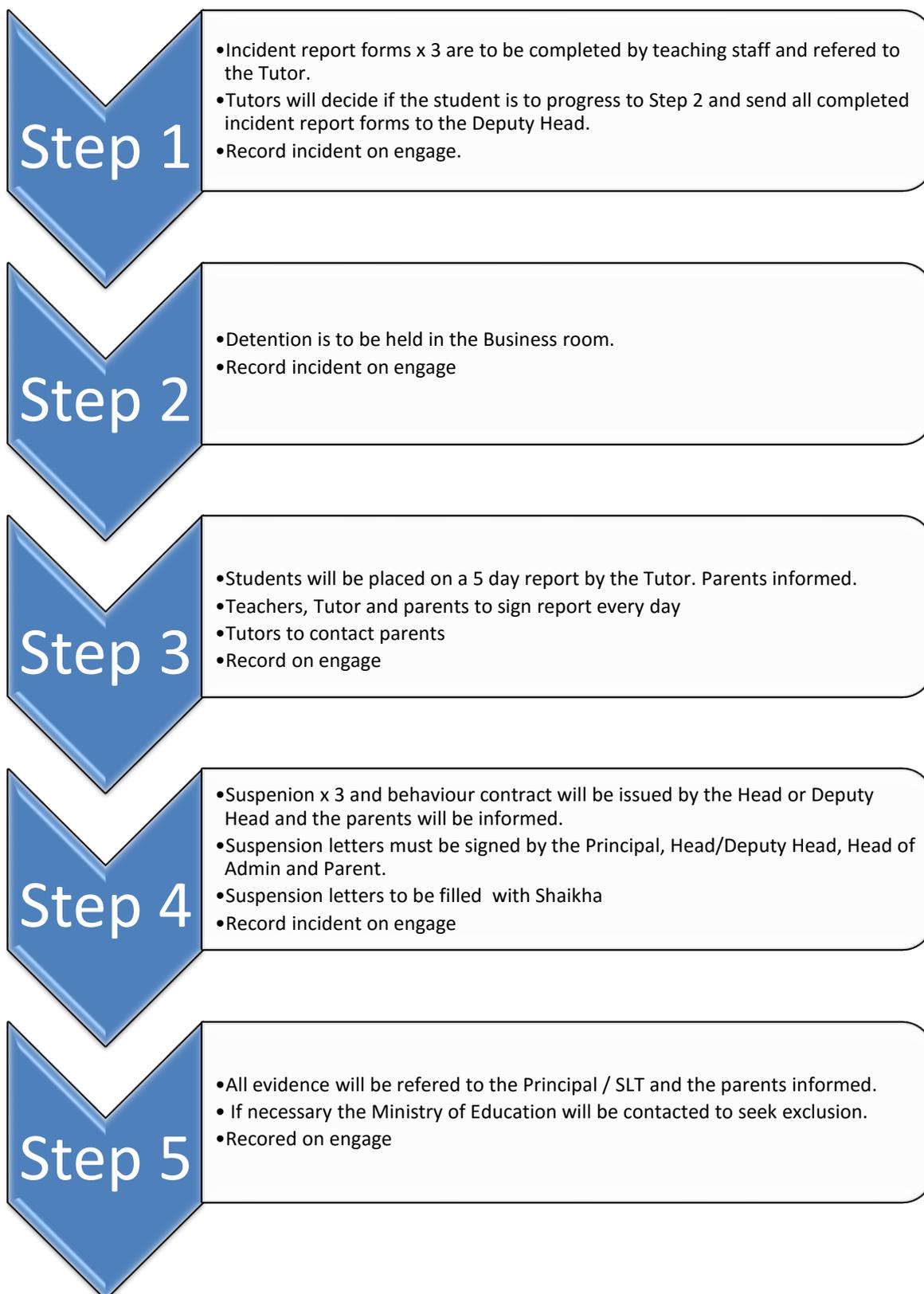
5. MOBILE PHONES

Mobile phones are not allowed on School premises. Staff are authorised to confiscate mobile phones from students who are caught in possession of a phone.

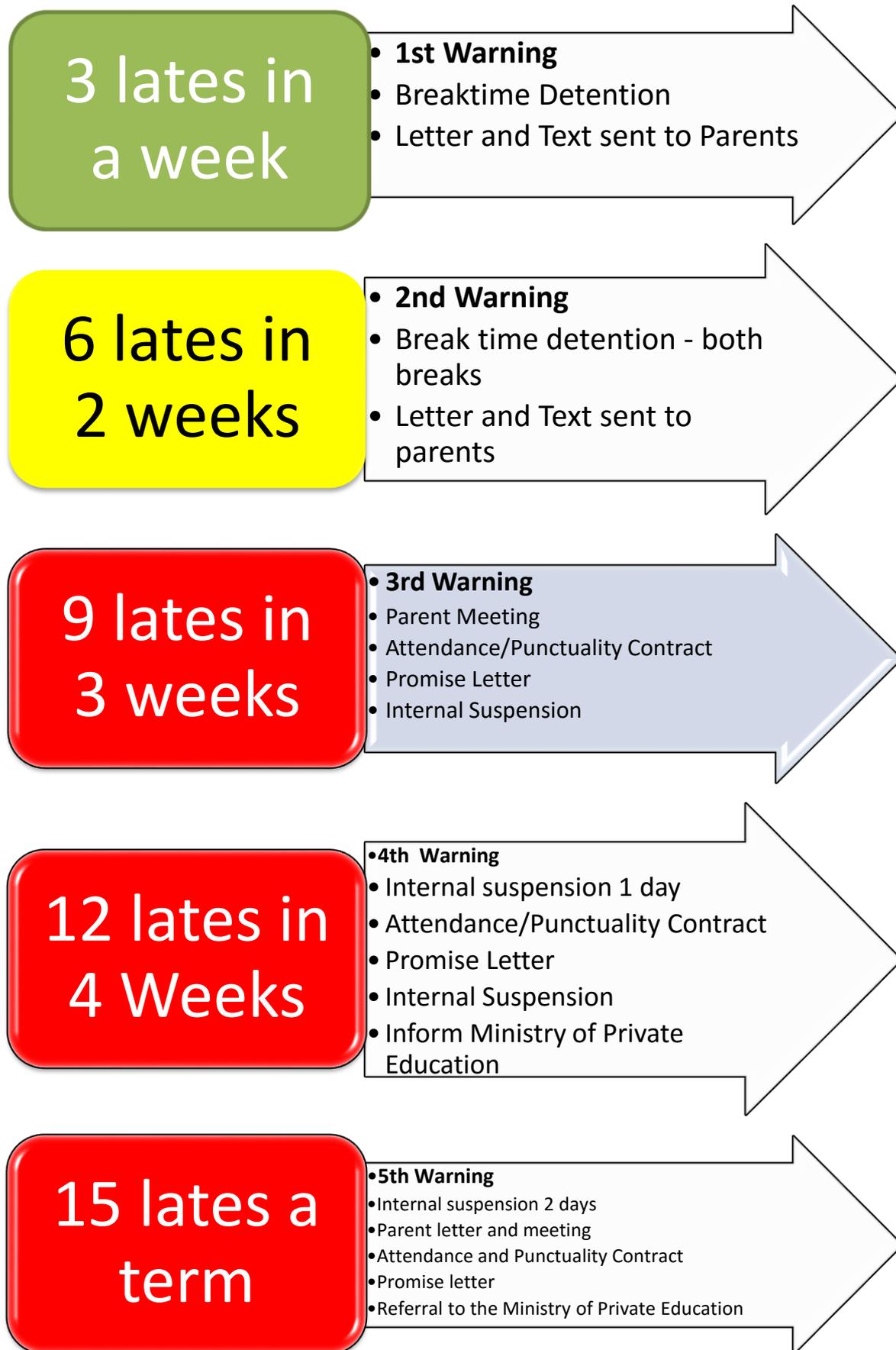
- **1st offence** - Phone is taken from the student and parent comes into School to sign a letter.
- **2nd offence** - Phone is taken and returned at the **end of term**. Parent comes into School to sign a letter.
- **3rd offence** - Phone is taken till the **end of the academic year**. Parent comes into School to sign a letter.

Appendix 9

SECONDARY SECTION BEHAVIOUR MANAGEMENT STEPS



Appendix 10



Appendix 11

Incident Report Form



Student Name: _____ Date: _____

Parents Number _____

Form Teacher: _____ Room: _____

Lesson _____ Time _____

- | | |
|---|---|
| <input type="checkbox"/> Refusing to work | <input type="checkbox"/> Destroying property in any form |
| <input type="checkbox"/> Throwing items | <input type="checkbox"/> Talking without permission |
| <input type="checkbox"/> Disrupting with noises | <input type="checkbox"/> Using inappropriate language |
| <input type="checkbox"/> Teasing classmates | <input type="checkbox"/> Ignoring instructions repeatedly |
| <input type="checkbox"/> Moving out of assigned area | <input type="checkbox"/> Making inappropriate gestures |
| <input type="checkbox"/> Sleeping | <input type="checkbox"/> Verbal aggression |
| <input type="checkbox"/> Employing excessive and inappropriate attention- seeking behaviour | <input type="checkbox"/> Physical aggression |
| <input type="checkbox"/> Being out of class without permission | <input type="checkbox"/> No stationary |
| <input type="checkbox"/> Eating in class | <input type="checkbox"/> Missing class |
| <input type="checkbox"/> Lateness to class | |

Supporting Details: _____

Actions Taken: _____

Teacher's Name: (please print) _____

Teacher's signature: _____

Student's signature: _____

Pastoral Referral Form



Student:	اسم الطالب:	Date:	التاريخ:
Year:	الصف:	Teacher (referrer):	اسم المعلم:
Parent telephone number:	رقم ولي الأمر:		

Concerns

- | | |
|---|---|
| <input type="checkbox"/> Poor attendance | <input type="checkbox"/> قلة الحضور |
| <input type="checkbox"/> Consistently late to lesson | <input type="checkbox"/> التأخر عن الدرس باستمرار |
| <input type="checkbox"/> Consistent low level disruption | <input type="checkbox"/> تعطيل الدرس بشكل دائم |
| <input type="checkbox"/> Continuous use of inappropriate language | <input type="checkbox"/> استخدام الألفاظ البذيئة باستمرار |
| <input type="checkbox"/> Consistent inappropriate behaviour | <input type="checkbox"/> القيام بالسلوكيات الغير مناسبة بشكل دائم |
| <input type="checkbox"/> Consistent non-completion of homework | <input type="checkbox"/> عدم اكمال الواجبات باستمرار |
| <input type="checkbox"/> Other: | <input type="checkbox"/> أشياء أخرى: |

Describe in detail reason for referral.

أسباب الإحالة بتفصيل

Have parents been informed?

هل تم اعلام ولي الأمر؟

Yes

No

لا

نعم

List date/s of parent contact

قائمة بتاريخ/تواريخ الاتصال بولي الأمر

What actions have been taken?

ما هي الإجراءات التي تم اتخاذها؟

Date referral received:

تاريخ استلام الإحالة:

Actions taken:

الاجراءات المتخذة:

Outcome:

النتائج:

Signed:

Date:

التوقيع:

التاريخ:

Date: _____

Appendix 13

Cambridge English School Mangaf Parent Communication Log	
Date:	
Student Name:	
Class and Year:	
Teacher Name:	
Subject:	
Time of Call:	
Reason for Call:	
Comments:	
Outcome:	
Signed:	

Refusal to Sign Form

Date:

Student Name:

Class and Year:

Teacher Name:

Comments:

Social Worker:

Head of Section:

Head of Pastoral Care: