



المدرسة العالمية الأمريكية  
UNIVERSAL AMERICAN SCHOOL  
—  
Al-Fitrah Education Foundation

# VISION

FOREVER DRIVEN BY KNOWLEDGE,  
INSPIRED BY SUCCESS

# MISSION

TO NURTURE AN INTERNATIONALLY  
MINDED COMMUNITY OF INTEGRITY  
AND ACADEMIC EXCELLENCE

# VALUES

RESPECT, INTEGRITY,  
COLLABORATION, EXCELLENCE

## BEHAVIOR POLICY

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## RATIONALE

UAS provides a safe, orderly, and engaging learning environment where students can learn, and teachers can teach. UAS provides a student management system that defines appropriate behavioral boundaries while promoting student reflection, adaptation, self-regulation, and communal responsibility. We want students to be responsible for their own behavior and develop emotional resilience.

UAS is committed to building and maintaining an inclusive school culture with students, staff and parents working collaboratively to support the learning and well-being of all members of our community. Cooperation, support, and respect are the foundations of our community, and we work to provide an environment where all members feel safe and valued.

We promote open communication based on understanding and respect. At UAS we believe in the equality of all members, and we believe that for our students to excel and realize their full potential, we need to constantly work on developing and strengthening the partnership between home and school in all aspects of student development.

## OBJECTIVES

The objective of this policy is:

- To ensure that student well-being is promoted through the systems employed to guide and manage behaviors.
- To create a safe, ethical, and responsible environment with clear guidelines that are understood by all.
- To promote good conduct and behavior in all interactions.
- To ensure, so far as is possible, that every student in the school can benefit from, and make a full contribution to the life of the school.
- To promote all attributes of the Learner Profile.
- To promote responsible student action and self-reflection.
- To promote transdisciplinary and lifelong skills.
- To empower students to take responsibility for, and to regulate, their own behavior.
- To deal with behavioral issues that arise in a positive, constructivist and reflective manner.
- To ensure that all our students have access to guidance and counseling throughout the whole school.

## CORE VALUES

We strive for all students to continually develop the UAS Core Values:

- Respect
- Integrity
- Collaboration
- Excellence



## IB LEARNER PROFILE

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB Learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.

**Caring:** They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

## ESSENTIAL AGREEMENTS

Our philosophy guides our beliefs on behavior, so we expect all members of our community to follow the essential agreements outlined below.

At UAS our community, consisting of students, staff, and parents, believe that:

- Everyone has the right to feel safe.
- Everyone has the right to be heard.
- Everyone has the right to be respected.
- Everyone has the right to make mistakes and learn from them.
- Everyone needs to take responsibility for their own actions.



## ANTI-BULLYING

Bullying is the intentional hurting of one person by another. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the target. Bullying behavior is not tolerated at UAS.

Our approach to anti-bullying aims to:

- Promote well-being and IB learner profile characteristics, teaching students to be respectful and tolerant.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.
- Educate the whole school community about the potential impact of bullying.

We believe bullying behaviors are demonstrated in four main forms Verbal, Physical, Emotional and Cyber. They can relate to race, religion, or culture; special education needs and disabilities; appearance or health; sexual orientation; sexist or sexual bullying.

### Staff will:

- Treat all bullying allegations sensitively and seriously.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.
- Encourage students to report their concerns .
- Clarify for students, through well-being and reflection time, Moral Social, Cultural Studies, through the curriculum and assemblies, what bullying is (and is not) and that it is always unacceptable.
- Follow the anti-bullying policy for reporting and dealing with incidents.

## REASONABLE, RATIONAL, AND RESTORATIVE RESPONSE

Students are responsible for their actions and their behavior. At UAS, we use restorative practices to help us deal with behavior issues and solve problems.

The key idea behind restorative practices is to look at the behavior and understand the reasons behind the actions. Once understood, we can determine who has been affected by this behavior, how they have been affected, and what we can do to restore or repair the damage that has been done.

When applied in a school setting, restorative practices lead to a change in behavior over time. Students learn and understand that their actions have consequences and that they affect others.

If behavior concerns arise, school staff should respond in a reasonable, rational, and restorative manner.

- All behavior concerns should in the first instance involve a conversation between teacher and student. The teacher should speak with the student calmly and discuss the underlying reasons for the behavior.
- All responses should employ restorative practice which addresses the underlying reason for the behavior. e.g. a concern with a student's emotional management should result in restorative action.
- Communication is key. Pastoral care is everyone's responsibility. Communication between stakeholders is critical in understanding our students and providing the best possible mentoring and support.



## STUDENT RESPONSIBILITIES

Students at UAS are expected to behave in accordance with the school's behavior management system and strive towards our core values.

All students are expected to:

- Treat all members of the community and school property with respect.
- Be polite to each other, staff, parents, and visitors.
- Model the attributes of the Learner Profile.
- Be inclusive, patient, and courteous to all learners.

## PARENTS AND CAREGIVERS' RESPONSIBILITIES

All parents and caregivers are expected to:

- Take responsibility for their child's behavior inside and outside the school.
- Work with the school to help maintain high standards of behavior and inform them of any circumstances that may affect the student's learning and behavior.
- Ensure their child's regular attendance and good punctuality.
- Ensure their child comes to school properly dressed and equipped.
- Support the school systems of sanctions and rewards.
- Remember that everyone has the right to make mistakes.
- Remember that everyone needs to take responsibility for their own actions.

## STAFFS' ROLES AND RESPONSIBILITIES

**The school director and board will:**

- Support the school in maintaining high standards of behavior and monitoring the effectiveness of the Behavior Policy by following the student management system.
- Establish, in consultation with staff, students and parents, the policy for the promotion of good behavior and keep it under review.
- Ensure that the policy is communicated to students and parents, that it is non-discriminatory and that the expectations which it sets out are clear.

**The Senior Leadership Team will:**

- Support the school in maintaining high standards of behavior and monitoring the effectiveness of the Behavior Policy by following the student management system.
- Ensure the school's Behavior Policy and other related policies are implemented consistently across the school.
- Keep records of negative behavior on Kickboard throughout the different stages.
- Ensure that the school regularly communicates with parents, caregivers, and governors.
- Report to and meet with parents when necessary.
- Provide effective support and training for teachers.
- Provide visible and dependable support to staff throughout the day.
- Ensure a curriculum is in place which is relevant, reflects current social and cultural influences, and develops students' personal and social skills.



#### **All staff will:**

- Support the school in maintaining high standards of behavior and monitoring the effectiveness of the Behavior Policy by following the student management system.
- Model positive behavior
- Teach and demonstrate respect by treating students with fairness and consistency.
- Teach positive behavior by avoiding shouting, confrontation, aggression, sarcasm, humiliation, personal comments about students, and whole-class punishments unless every individual was involved in the misbehavior.
- Maintain positive communications between home and the school.

#### **All teaching staff will:**

- Support the school in maintaining high standards of behavior and monitoring the effectiveness of the Behavior Policy by following the student management system.
- Model positive behavior.
- Plan and prepare well structured, stimulating lessons that provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity, and being fully inclusive.
- Create a purposeful learning environment and set positive expectations for all students using essential agreements.
- Produce optimized seating plans for all classes that consider individual student needs and support behavior management.
- Use Kickboard to monitor positive and negative behaviors.

#### **The inclusion support team will:**

- Support the school in maintaining high standards of behavior and monitoring the effectiveness of the Behavior Policy by following the student management system.
- Model positive behavior
- Ensure students whose behavior is a cause for concern are identified early and receive appropriate guidance and support to enable their behavior to improve.
- Share strategies and carry out observations in class with teachers to support.
- Create behavior plans for identified students and support teachers to implement the plans.

## **REVIEW OF POLICY**

This policy is monitored by the Senior Leadership Team and reviewed annually.



## Appendix 1

### UAS Levels of Student Conduct and Staff Responses

	Possible Behaviors you may see:	Respond	Restore - Reflect - Record
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>○ Off task</li> <li>○ Not prepared for class</li> <li>○ Disrupting class</li> <li>○ Incomplete homework</li> <li>○ Chewing gum</li> <li>○ Littering</li> <li>○ Not following directions</li> <li>○ Screaming/yelling</li> <li>○ Misuse use of devices</li> <li>○ Hiding property of others</li> <li>○ Leaving class without permission</li> <li>○ Using inappropriate language</li> </ul>	<p><b>Teacher to give 2 reminders through colored card (Secondary)/visual reminder:</b></p> <ul style="list-style-type: none"> <li>○ Clear directions</li> <li>○ Expectation reminder</li> </ul> <p><b>On the third expectation reminder:</b></p> <ul style="list-style-type: none"> <li>○ Clear directions</li> <li>○ Reflection– student moves to a place away from group.</li> <li>○ Behavior reflection</li> </ul>	<b>Completed Level 1</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>○ Repeated L1</li> <li>○ Academic dishonesty</li> <li>○ Signs/developing instances of bullying (physical, verbal, or cyber)</li> <li>○ Swearing or abusive language</li> <li>○ Persistent Defiance</li> <li>○ Fighting and or signs of violence</li> <li>○ Persistent disrespect</li> <li>○ Skipping class</li> <li>○ Inappropriate use of devices</li> <li>○ Intent to damage peer's or school's property</li> </ul>	<p><b>Teacher response with GL/CL support:</b></p> <ul style="list-style-type: none"> <li>○ Loss of privileges</li> <li>○ Sent to partner classroom (GL/CL)</li> <li>○ Behavior reflection</li> <li>○ Parent call/meeting</li> <li>○ In-class contract</li> <li>○ Counseling recommended.</li> </ul>	<b>Completed Level 2</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>○ Repeated L2</li> <li>○ Racism</li> <li>○ Bullying</li> <li>○ Physical endangerment towards others</li> <li>○ Inappropriate physical contact with staff</li> <li>○ Stealing</li> <li>○ Truancy</li> <li>○ Computer hacking</li> <li>○ Possessing any illegal material/items</li> <li>○ Possessing and/or smoking on campus</li> <li>○ Significant damage to school property/safety systems</li> <li>○ Leaving campus without permission</li> </ul>	<p><b>GL/CL response with SLT support:</b></p> <ul style="list-style-type: none"> <li>○ Family Conference</li> <li>○ Individual Behavior Plan/Contract</li> <li>○ Internal suspension</li> <li>○ External Suspension</li> <li>○ Counseling – referral</li> <li>○ Enrolment at risk</li> </ul>	<b>Completed Level 3</b>
<b>Student Management</b>	<ul style="list-style-type: none"> <li>○ Lateness to lessons</li> <li>○ Incorrect uniform</li> <li>○ No lanyard</li> </ul>	<p><b>Teacher action, if it persists GL:</b></p> <ul style="list-style-type: none"> <li>○ Expectation reminder</li> <li>○ Reflection</li> <li>○ Parent communication</li> </ul>	<b>Record on Kickboard</b>